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Abstract

Emphasizing social and economic growth of the educable retarded secondary student, provision is made for lesson and unit plans which give information on vocational and educational opportunities and which develop habits, attitudes and skills necessary for the individual to hold a job. The basic skills to be taught, books and materials useful in presentations, and suggestions and teaching aids for enrichment are given for grades 10, 11, and 12. Included in the sequential social studies units are American history and government, job skills, driver training, map skills and world geography. Activities are suggested for each grade in functional English, functional mathematics, and functional science. Grade 10 includes a unit on home economic skills with emphasis on human development and family, food and nutrition, housing, and textiles and clothing. Units for Grade 12 include a pre-vocational orientation which prepares the student for employment interviews, job skills and work attitudes. An appendix gives a dictionary of vocational vocabulary along with sample forms of employment applications, social security cards, wage comparisons for various occupations, and checking account statements. (WW)

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CURRICULUM GUIDE

• Senior High School Program •

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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CURRICULUM GUIDE

EDUCABLE MENTALLY RETARDED

SENIOR HIGH PROGRAM

LITTLE ROCK PUBLIC SCHOOLS

September 1968

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Little Rock, Arkansas.

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P R E F A C E

It was just a few decades ago when public schools were responsible for educating only the intellectually elite. There was an automatic screening process on the part of parents that went something like this: "Joe is making all A's and may become a doctor or a lawyer or a teacher, so let's allow him to continue in school. Sam is making a fair record and may be able to succeed in business; therefore, he should remain in school. But alas! There is poor Willie who fails all of his subjects anyway; let's take him out of school and use him to help with the farm work."

This philosophy has changed and we are glad that it has! Schools are now responsible for educating all children - the superior, the average, the less-than-average.

This curriculum guide is designed to implement the educational programs of those many pupils who have properly been classified as less-than-average. Its purpose is to assist teachers in identifying, understanding, appreciating, and helping these particular students.

We gratefully acknowledge the financial assistance under Title VI that was granted through the State Department of Education. We express our appreciation to Mrs. Butler, Mr. Blessing, the visiting consultants, and the many teachers who developed this guide. We believe that its proper use on the part of teachers will materially improve our program of special instruction for the below-average child.

Sincerely,

Lloyd W. Sassone

F O R E W O R D

Special instruction for educable mentally retarded children and youth is an important part of a well-rounded educational program. To properly identify these mentally retarded pupils and place them in special classes with well-trained and understanding teachers, with curriculum and program guidance, is a basic public school responsibility.

It is the purpose of this curriculum guide to give direction, scope and sequence, subject matter skills and teaching suggestions for the Special Education instructional program. The final result will be a greater possibility for a more adequate program of instruction so that educable mentally retarded pupils may have the opportunity to progress at their learning rates and to the fullest extent of their potentials.

New concepts, theories and innovations are constantly arising in the education of mentally retarded pupils. As these new developments come upon the educational horizon, they must be evaluated and subsequently incorporated into the program if it is deemed that they will increase the effectiveness of the teaching-learning program.

This curriculum guide is a teaching framework from which the teacher develops her lesson plans. Teachers are encouraged to be creative and imaginative in the use of this guide, to use appropriate teaching aids and audio-visual materials to enrich lesson presentations.

As this publication is used, supervisors and teachers will be able to make improvements and refine various aspects of the guide and incorporate into it in subsequent revisions.

May the teachers, supervisors and consultants who helped to develop this curriculum guide be rewarded by the improved program of education for mentally retarded children.

John Fortenberry

John Fortenberry
Assistant Superintendent of Instruction

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GENERAL PHILOSOPHY FOR EDUCABLE MENTALLY RETARDED

Current philosophies of education reflect the idea that all children are entitled to education with the opportunity to develop to the limits of their individual capacity. In this respect education for the mentally retarded differs not at all from education for any group of children. The goals remain the same: to teach the individual to make wise use of his capabilities and to become a useful and contented member of his social group. Regardless of the scope of the group to which he belongs, the aim is always to allow him to become a better and more efficient member of his social milieu.

In analyzing the concept of social competence, self-expression and self-control are the primary traits of outstanding importance. To be capable of expressing one's ideas in work and play, to individuals and to groups, is a necessary requisite for happiness and efficiency. More important, however, is the ability to control one's self in accordance with socially accepted standards of behavior. Self-expression without self-control leads to chaos and confusion. With all the need for the child to express himself, it should not be forgotten that unless at the same time he learns the self-discipline to control himself, he will not have fulfilled his capabilities.

If the retarded child is to assume a place in the community with a measure of self-reliance and self-respect, it becomes necessary for education to provide training for some participation in productive work and to plan teaching procedures and objectives to correspond with his needs, interests, abilities and limitations. Underlying any curriculum adjustment is this basic philosophy.

GENERAL OBJECTIVES

The education of the Educable Mentally Retarded differs from that of average children only in the reduction of emphasis placed upon academic achievement, and additional emphasis placed upon the development of personality and adequacy in occupational and social areas. These children can only achieve these goals with proper instruction and training. Educational skills are used for attaining the maximum in social and vocational development.

These skills can develop best through the following specific objectives:

1. To develop the ability of the child as far as possible; to enable him to use academic skills and tools in daily life

2. To help the student acquire good work habits and attitudes in school which will serve him throughout life

3. To develop social responsibility and citizenship

4. To provide an appropriate curriculum with proper guidance for vocational training and job placement

5. To develop in each student social maturity and emotional stability directed toward a vocational proficiency in order that he may take his rightful place, in a functional way, in the home and in the community

6. To achieve these objectives, we must use a variety of educational methods: concrete materials, appraisal devices, and teaching aids.

PROGRAM FOR EDUCABLE MENTALLY RETARDED

Provisions are made for the Educable Mentally Retarded in the Little Rock schools from the time they enter school and are found to be eligible for the program until they complete the prescribed curriculum at the high school level and/or enter a trade school and obtain full-time employment. Some of these children may terminate their schooling before finishing a prescribed course for obtaining full-time employment. Under the Arkansas plan for special education, public schools can provide classes for educable mentally retarded students from the ages of six to twenty-one. According to state standards 5 is the minimum enrollment for a special class for the educable mentally retarded and 15 is the maximum enrollment. A psychological evaluation and a physician's certificate is required for every child enrolled in special education.

The Little Rock Public Schools provide an educational program for the Educable Mentally Retarded students who have needs which cannot be met adequately in the regular classroom. This program extends through the total school organization, providing training necessary for each student to reach his potential: physically, mentally, emotionally and vocationally and thus to live with dignity and a feeling of personal worth. Our goal is to provide a curriculum that is challenging but within the child's capacity to achieve.

PRIMARY CA 6,7,8,9,10 MA 3 to 7.5 RL 0 to 2.0	INTERMEDIATE CA 10,11,12,13 MA 5 to 9 RL 1 to 4.5	JUNIOR HIGH CA 13,14,15,16 MA 6.5 to 11+ RL 1 to 6+	SENIOR HIGH CA 15,16,17,18+ MA 7.5 to 12+ RL 2.5 to 7+
BASIC SKILLS	BASIC SKILLS	BASIC SKILLS	BASIC SKILLS
1. Social, Personal, and Pre-vocational Development	1. Social, Personal, and Pre-vocational Development	1. Social Studies	1. Social Studies
2. Language Arts Reading Readiness and Readi Phonics Language Writing Spelling	2. Language Arts Reading Readiness and Reading Phonics Language Writing Spelling	2. Functional English Reading Spelling	2. Functional English Reading Spelling
3. Number Concepts Pre-Mathematics	3. Mathematics 4. Science Units	3. Functional Mathematics 4. Functional Science 5. Pre-Vocational	3. Functional Mathematics 4. Functional Science 5. Pre-Vocational
CORRELATED Art Music Physical Education	CORRELATED Art Music Physical Education	ELECTIVE COURSES Art Band Music Physical Education Industrial Arts Home Economics	ELECTIVE COURSES Art Band Music Physical Education Sports Driver Education Trades Home Economics Typing

There will be three books. Elementary Book includes Primary and Intermediate; Junior High Book; Senior High Book.

OBJECTIVES OF SECONDARY PROGRAM

The aim of the Secondary Program is to develop the student into a socially and economically efficient entity in the society in which he lives.

The retarded child has the same basic needs of any other child. Among them are the need for a feeling of self-worth, independence, and opportunity to gain satisfaction from being productive.

Experience has shown that a curriculum that reduces frustration and failure for the student, and one that emphasizes social and economic growth (in a sequential order) will most likely be the most successful approach to preparing boys and girls for the world of productive citizens.

The specific goals are:

1. To achieve self-realization
2. To develop effective human relationships
3. To attain economic efficiency
4. To become aware of civic responsibility.

OBJECTIVES FOR SENIOR HIGH PROGRAM

C.A. 15 - 18+
M.A. 7.5 - 12+

The purpose of the Senior High Program is to continue to develop within the individual a feeling of self-reliance needed to function in society. In order to attain such a goal the individual must have available to him a program which will offer the variety of experiences and learning situations needed for self-development.

The specific functions of such a program are:

1. To provide the individual with knowledge concerning the availability of vocational and educational opportunities
2. To provide proper guidance in choosing occupations which will enable them to be self-supporting adults
3. To develop the habits, attitudes and skills necessary for the individual to hold a job and function effectively in his society
4. To develop desirable attitudes and moral values.

SOCIAL STUDIES

AMERICAN HISTORY - GRADE 10

BASIC SKILLS	BOOKS AND MATERIALS
I. Acquiring Knowledge of the United States Today A. Geographic areas 1. Location of areas 2. Mountains 3. Plains 4. Rivers 5. Climate of different areas B. Population 1. Centers of population 2. Large cities (metropolitan areas) 3. Sparse areas C. Resources 1. Minerals 2. Forests 3. Water 4. Rich soil 5. Scenic beauty 6. Animal life D. Products	Abramowitz, Jack, Study Lessons in Our Nation's History, Follett Pub. Co., Chicago, 1964 Devereaus, Vanza, America's Story, San Francisco, Harr-Wagner Pub. Co., 1962 Map Skills for Today, No. 2, My Weekly Reader Practice Book, Columbus, Ohio, American Education Publications, Inc., 1966 Map Skills for Today, No. 3
II. Understanding the Discovery and Exploration of the New World A. Countries interested 1. Reasons for going 2. Routes traveled B. Places discovered and explored 1. America discovered 2. Sailing around the world	Map Skills for Today, No. 4 Hage, How the New World Was Discovered

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
I. Acquiring Knowledge of the United States Today	Map of the United States
A. Locate on a map the geographic areas of the U. S.	Daily Newspapers
	Bulletin Board
	Products Map of the United States
	Physical Map of the United States
B. List and locate the largest cities in the U. S. Compare their populations with that of your town.	Map of National Parks
	World Almanac
C. Name resources of each geographic area. Clip newspaper and magazine articles on resources found in the U. S. Keep in a class scrapbook. Collect pictures for the class bulletin board	Films: Little Rock Public Schools 585 "Southwest States" 751 "Southern Highlands" 614 "The Valleys" 308 "New York City" 301 "Washington, D. C." 753 "Niagra Falls" 395 "Our Country's Emblem" 179 "Our Country's Flag" 786 "America the Beautiful"
D. Make a product map of the United States	Map of Discovery and Exploration - World Map
II. Understanding the Discovery and Exploration of the New World	Films: Little Rock Public Schools 69 "Discovery and Exploration" 358 "Marco Polo" 66 "Christopher Columbus" 578 "The Vikings: Life and Conquest"
A. Locate countries which sent explorers to the New World	
1. Name and locate continents	
B. Trace the routes explorers followed in coming to the New World	Films: State Department of Education 5638 "Viking: Life and Conquest" 156 "Story of Christopher Columbus" 1282 "Spanish Conquest of the New World" 1054 "Spanish Influence in the U. S."
1. Read stories about Columbus 2. On a world map trace the route Magellan's crew followed in sailing around the world. 3. Read stories about discoverers and explorers.	

BASIC SKILLS	BOOKS AND MATERIALS
C. Indians of the New World 1. Incas in Peru, South America 2. Aztecs in Mexico 3. Mayas in Central America 4. Influence found today a. Language b. Customs III. Learning About the English Settlements A. Jamestown 1. Location 2. Founder of settlement 3. Reason for settlement 4. Hardships 5. Helped by Indians B. Settlement at Plymouth 1. Location 2. The Pilgrims 3. Contribution 4. Mayflower Compact IV. Develop An Understanding of Colonial America A. Groups of Colonies 1. New England Colonies 2. Middle Colonies 3. Southern Colonies B. Making a living 1. Farming 2. Trading 3. Fishing 4. Manufacturing	Grosseck, Joyce and Attwood, Elizabeth Story of Great Explorers, Grand Rapids, Michigan, The Fideler Company, 1962 Ritchie, Harold S. and Ritchie, Harold L., American History Skill Text, Columbus, Ohio, Charles E. Merrill Books, Inc., 1965 Eibling, Harold H., Gilmartin, John G., and Skehan, Anna M., Great Names in Our Country's Story, Dallas, Laidlaw Brothers Publishers, 1962

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
C. Tell about early Indians. Find pictures and articles on Indian life.	Films: Little Rock Public Schools 366 "The Aztecs" 204 "Land of the Incas"
III. Learning About the English Settlements	
A. Locate the James River on a U. S. map. Find pictures of restored Jamestown for bulletin board. Tell why Jamestown was important.	Map of early settlements Bulletin board Films: Little Rock Public Schools 22 "Early Settlers" 447 "Jamestown Colony" 357 "Captain John Smith" 5541 "Jamestown"
B. Locate Plymouth on the map. Describe the life of the pilgrims. Discuss the role of the Indians in helping the colonists to survive during the winter.	359 "The Pilgrim" 716 "Early Settlers of New England" 5744 "Plymouth Colony - First Year"
IV. Develop an Understanding of Colonial America	
A. On a map show the location of each group of colonies. Name colonies in each group. Name the thirteen original colonies, and tell something about each. Name products and resources of the colonies.	Globe Map of the United States World Wall Map
B. Find pictures showing colonists at work. Name ways of making a living in the colonies.	

AMERICAN HISTORY - GRADE 10

BASIC SKILLS	BOOKS AND MATERIALS
C. Hardships 1. No conveniences 2. Making cloth and clothing D. Colonial homes 1. Common house 2. Cabins 3. Southern colonial homes 4. Home furnishings a. Fireplace b. Trundle beds c. Spinning Wheel d. Pots and pans e. Benches f. Three-legged stools g. Pewter dishes h. Weaving looms E. Colonial schools 1. Taught by dames 2. Few books a. The hornbook b. New England Primer 3. Furniture a. Four-legged stools b. Split log benches 4. Strict teachers F. Punishment in the Colonies 1. Whipping post 2. Stocks 3. Pillory 4. Ducking stool G. Colonial amusement and recreation 1. House raising 2. Log rolling 3. Quilting bee	Fisher, Margaret and Fowler, Mary Jane, The Story of Colonial America, Grand Rapids, Michigan, The Fideler Co., 1962

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
C. Tell what hardships the pioneers endured.	Large exploration map Films: Little Rock Public Schools 21 "Planters of Colonial Virginia" 599 "Frontier Boy of the Early Midwest" 4 "Colonial Children"
D. Read stories about colonial life. Collect pictures of colonial life for bulletin board. Find or draw pictures of colonial furniture. Find pictures of spinning wheels. Visit old Territorial Capitol.	Films: State Department of Education 5950 "Homespun" 753 "Kentucky Pioneers" 5565 "Tom Savage (Boy of Early Virginia)" 5821 "Frontier Boy of the Early Midwest"
E. Bring to class some old school books. Make drawing of colonial school furniture. See old textbooks at McArthur Museum. Ask an elderly person to tell you about the school books he or she had.	
F. Find pictures of stocks or a pillory. Describe a ducking stool. Tell the reasons for such punishment.	
G. Make a list of types of colonial recreation and amusements. Find stories on colonial amusement and recreation and tell to class.	

AMERICAN HISTORY - GRADE 10

BASIC SKILLS	BOOKS AND MATERIALS
H. Colonial government 1. Royal 2. Charter (first representative government in America) 3. Proprietary I. Religion 1. Meeting houses 2. Strict observance 3. Long services V. Knowledge of the American Revolution A. Causes 1. Laws without representation 2. Laws made by British Parliament 3. British regulation of trade B. Declaration of Independence C. Wars 1. Battles 2. Leaders 3. Preparation for war D. Results of the War 1. Independence from Britain 2. Free use of the Mississippi River VI. Develop Knowledge of the New Nation A. The Constitution 1. Why needed 2. Leaders	

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
H. Name the three types of colonial government. I. Tell how children were kept awake at religious services.	Map of Colonial America Bulletin board Wall map showing the thirteen colonies Outline map of Colonial America
V. Knowledge of the American Revolution A. List the causes of the Revolutionary War. B. Discuss the Declaration of Independence before and after seeing the film. List several facts about Thomas Jefferson. C. Tell how the colonies prepared for war. List the qualities and accomplishments that made George Washington great. Report on leaders of the Revolution. On a map locate some battles of the Revolution. D. List the results of the war.	Map of the American Revolution Map of the United States Films: Little Rock Public Schools 121 "George Washington" 394 "Declaration of Independence" Films: State Department of Education 5503 "Declaration of Independence by the Colonies" 324 "Our Living Declaration of Independence" 96 "Our Declaration of Independence" Copies of the Declaration of Independence Bulletin Board
VI. Develop Knowledge of the New Nation. A. The Constitution 1. List reasons why a constitution was needed. 2. Name the men who worked on the Constitution. Report on George Washington, Thomas Jefferson, and James Madison.	Copies of the Constitution Films: State Department of Education 5504 "Bill of Rights of the U. S." 1133 "Living Constitution" 98 "Our Bill of Rights" 97 "Our Constitution"

BASIC SKILLS	BOOKS AND MATERIALS
3. Compromises 4. Bill of Rights 5. Amendments B. Problems 1. Financial 2. Settling the West	Abramowitz, Study Lessons in Our Nation's History, (Unit 2) Follett Pub. Co.
VII. Understanding How the United States Extended It's Boundaries A. Northwest Territory 1. Location 2. Present states B. Louisiana Territory 1. Location 2. Present states 3. Products and resources 4. Reasons for acquiring C. Florida 1. Location 2. How acquired D. Texas 1. Location 2. War E. Oregon Territory 1. Location 2. Products F. Mexican Cession 1. Location 2. Present States	Abramowitz, Study Lessons in Our Nation's History, (Unit 4) Follett Pub. Co.

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
3. Make a chart showing the three departments of government and some duties of each. 4. List the rights provided for in the Bill of Rights. 5. Give provisions of amendments to our Constitution. B. List problems of the new nation and tell how each was solved.	
VII. Understanding How the United States Extended It's Boundaries A. Locate the Northwest Territory on a map. Name present states you found there. Tell why people liked to settle there.	Wall World Map Map of Northwest Territory Bulletin Board Exhibit of homespun
B. Tell how the U. S. acquired Louisiana. Name and locate present states and tell major products of each. Read stories of Sacajewea and the Lewis and Clark Expedition.	Films: State Department of Education 775 "The Westward Movement" Part I 776 "The Westward Movement" Part II Film: Little Rock Public Schools 413 "Pioneer Journey Across the Appalachian"
C. Locate and tell something about Florida. Report on "Old Hickory."	
D. Read stories of Davey Crockett, Jim Bowie, Sam Houston, and the battle of the Alamo.	
E. Describe a trip over the Oregon Trail. Report on Marcus and Narcissa Whitman.	
F. Describe the journey of the "Forty-Niners." Discuss the importance of the "Pony Express."	

BASIC SKILLS	BOOKS AND MATERIALS
G. Gadsen Purchase H. Alaska 1. Location 2. Resources I. Hawaii 1. Location 2. Resources J. Other possessions 1. Puerto Rico 2. Canal Zone 3. Virgin Islands VIII. Factual Knowledge of the War Between the States A. Causes 1. Differences in occupations 2. Slavery B. Battles 1. Leaders 2. Turning point 3. Surrender C. Results of surrender 1. Defeat of the Confederacy 2. Amendments a. 13th b. 14th c. 15th 3. Reconstruction Plain in South a. Military government b. Effects today	

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
G. On an outline map of the U. S. show the expansion of the U. S. by making each territory a different color.	
H. On a large map locate Alaska. Locate the Alcan Highway on a large wall map. Locate Mt. McKinley on an Alaskan Map. Read a story about fur seals. List resources of Alaska.	Films: Little Rock School District 580 "Alaska - The 49th State" 576 "Eskimo Family" 581 "Eskimo Children" 213 "Eskimos" 143 "How To Build an Igloo" 490 "Life in Cold Lands, Eskimo Village" 389 "People of the Reindeer"
I. Locate Hawaii. List resources of Hawaii.	Films: Little Rock School District 200 "Hawaii" 575 "Hawaii - The 50th State" Films: State Department of Education 5824 "Children of Hawaii" 5639 "Hawaii - The 50th State" 1366 "Hawaiian Islands - Chief Industries" 1365 "Hawaiian Islands - Their Nature and Origin" 775 "People of Hawaii"
J. On a map locate all outlying possessions of the United States. Collect pictures of U. S. possessions for bulletin board.	
VIII. Factual Knowledge of the War Between the States	
A. List and discuss the causes of the Civil War. List advantages and disadvantages of both sides.	
B. Read and give reports on Abraham Lincoln, Robert E. Lee, Jefferson Davis, and Ulysses S. Grant. Locate Washington, D. C., Richmond, Montgomery, Gettysburg, Sumpter, Appomattox, Pea Ridge, Arkansas.	Films: State Department of Education 300 "Abraham Lincoln" 5451 "Robert E. Lee"
C. Read about the reconstruction period of the south. Discuss results of reconstruction. Give the provisions of the 13th, 14th, and 15th Amendments.	

BASIC SKILLS	BOOKS AND MATERIALS

IX. Understanding the Industrial Revolution

A. Communication

1. Morse code and telegraph
2. Atlantic cable
3. Telephone
4. Radio
5. Television
6. Satellites

B. Transportation

1. Water - steamboat, steam engine
2. Land - car, railroads
3. Air - airplane, jet

C. Agriculture - reaper

D. Textile - spinning wheels, looms, factory, miracle fabrics

E. Medical - anesthesia, miracle drugs, polio vaccines

X. Recognizing the Role the United States Plays in World History

A. Wars

1. World War I
2. World War II
3. Korean War
4. Vietnam Conflict

B. Efforts at peace

1. League of Nations
2. United Nations

C. Space race

1. Astronauts
2. Space ships

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
IX. Understanding the Industrial Revolution	
A. Make a mural depicting historical developments in communication. Report on improved methods of communication.	Films: State Department of Education 709 "Development of Communications" 5366 "Story of Communications"
B. Make a poster showing the history of transportation. Report on Robert Fulton, Henry Ford, Wright Brothers.	
C. Report on Cyrus McCormick.	
D. Report on Samuel Slater, Elias Howe, miracle fabrics, etc.	
E. Discuss the improvements in medicine since 1950.	
X. Recognizing the Role the United States Plays in World History	
A. Collect pictures of World War I. Collect pictures of World War II. Ask parents to relate their experiences during World War II. Describe rationing during World War I and World War II. Describe the bombing of Hiroshima. Discuss the Vietnam conflict. Show slides to illustrate the discussion.	Films: State Department of Education 5588 "World War I" 5589 "World War II"
B. Discuss the role the United States plays in world peace.	
C. Name American astronauts. Describe an astronaut's trip.	

BASIC SKILLS	BOOKS AND MATERIALS
I. Understanding Why People Work A. Basic needs provided by the head of the household 1. Food 2. Clothing 3. Shelter 4. Health 5. Social acceptance B. Value of future planning C. Social acceptance II. Acquiring Information About Jobs and Responsibilities A. Jobs at home B. Jobs: Part time 1. Qualifications and requirements of jobs 2. Knowledge of the job: general and specific C. Jobs: Full time D. Responsibilities of worker	New Rochester Occupational Series, Job Ahead, Science Research Associates, Inc., Chicago Turner, Richard H., The Turner Career Guidance Series, Chicago, Illinois, Follett Publishing Co. Wanting A Job Training for a Job Starting a Job Turner, Richard H., The Turner-Livingston Reading Series, Chicago, Illinois, Follett Publishing Co. The Person You Are The Money You Spend The Family You Belong To The Jobs You Get The Town You Live In Hudson, Margaret W., and Weaver, Ann A., I Want A Job, Phoenix, New York, Frank E. Richards Pub. Co. Dare and Wolfe, You and Your Occupation, Opportunities Division, The World of Work Series, Follett Pub. Co. The Occupational Outlook Handbook, U. S. Department of Labor, Supt. of Documents, Washington, D.C. 20402 Cost: $5.00 Annotated Digest of Labor Laws of the State of Arkansas, State Labor Department

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
I. Why People Work A. Basic needs provided for the family by the head of the household 1. Discuss the five basic needs. 2. How to determine what the basic needs are 3. Define wants and needs. Compare costs of wants and needs. 4. Discuss the working member of society as a taxpayer, voter, consumer, family member and an economic contributor. 5. Your health: discuss personal grooming, health as it affects your job, and others, and safety as it affects health. B. Future planning: discuss the value of savings, social security, pensions, and various types of insurance. C. Discuss the individual's place in the community, responsibility, happiness and self-satisfaction.	Magazines Films: Arkansas State Department of Education 1057 "Wise Buying" 1189 "Your Family Budget" Filmstrip: C-799-2 "The World of Work" (1968 catalog) Society for Visual Education 1345 Diversey Parkway Chicago, Illinois 60614 Newspapers
II. Information About Jobs and Responsibilities A. Discuss the similarity of home responsibility versus the job. Emphasize the sharing of responsibilities in the home. B. Types of part time jobs 1. List and discuss qualifications and requirements of jobs. 2. What you should know a. General knowledge b. Discuss specific requirements: Where employed, working conditions, safety, training, qualifications, advancement, rate of pay, benefits, and wage and hour laws as they apply. C. Types of full time jobs 1. List and discuss qualifications and requirements of full time jobs as related to part time jobs. 2. List advantages and disadvantages of part time and full time jobs. D. Responsibilities	Films: State Department of Education 651 "Safe Use of Tools" 614 "Safety Begins at Home" 295 "Safety in the Shop" 603 "Safety in the Home" 1226 "Safety with Everyday Tools" 443 "Attitudes and Health" 137 "Body Care and Grooming" 457 "How to be Well Groomed" Resource person: Insurance Company Representative Booklet available from: U. S. Dept. of Labor, Federal Building Little Rock, Arkansas State Labor Department Employment Security Division Wage and Hour Division

BASIC SKILLS	BOOKS AND MATERIALS
1. Taxes a. Local taxes b. State Taxes c. Federal income tax 2. Social Security tax	Handbook for Young Workers, U. S. Department of Labor, Federal Building, Little Rock, Arkansas
3. Responsibilities to employer a. Be on time. b. Work to the best of your ability. c. Maintain good employer-employee relations. d. Be able to accept criticism. e. Accept a responsible, courteous attitude toward your job.	Job Application Skill Test, Special Service Supply Company Box 705, Huntington, New York 12708 Occupational Outlook Handbook, U. S. Government Publication
III. Getting Ready to Work	
A. Learning to choose a job	Hudson, Margaret W. and Weaver, Ann. I want A Job, Phoenix, New York Frank E. Richards
B. Knowledge of the qualifications for job chosen	
C. Techniques needed to find and apply for a job 1. Newspapers 2. Employment agencies 3. Trade journals and magazines	

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
1. Taxes a. Discuss personal property and real estate taxes. b. Use forms to give basic explanation of state taxes. Discuss uses and rates of tax money, etc.	Resource person: from County Assessors Office from State Revenue Department
2. Discuss Social Security Tax. Fill out and mail application for those who need Social Security number.	Arkansas Income Tax form, State Revenue Dept. Form 1040-A from Internal Revenue Department Little Rock, Arkansas
3. Discuss responsibilities to employer.	Teaching Taxes Kit, School Math Dept., Internal Revenue Resource person: Social Security Office
III. Getting Ready to Work	
A. Choosing your job: Discuss the different jobs and job areas in your locality - state and local.	
1. Consult Occupational Outlook Handbook for job descriptions. 2. Use Dictionary of Occupational Titles (see school counselors) 3. Fill out application blanks for jobs. 4. Have birth certificate available. a. Fill out application for birth certificate. b. Secure birth certificate if student does not have one.	Application blanks from local business firms Application for birth certificates, State Health Department
B. Qualifications for job chosen	
1. List skills needed for chosen job. 2. Have students explain how they are to go about acquiring skills or training for a job.	
C. How to find and apply for a job	
1. Read local newspapers, classified ad section. 2. Resource person explain function, purpose and procedures of Employment Security Division, or Youth Opportunity Center. 3. Show how trade journals and magazines can be source of job information.	Newspapers Trade journals and magazines Resource person: Employment Security Division, Youth Opportunity Center

SOCIAL STUDIES - GRADE 10

BASIC SKILLS	BOOKS AND MATERIALS
4. Knowledge of application blanks 5. Necessary information needed for job application 6. Interview	

SUGGESTED ACTIVITIES	TEACHER AIDS AND RESOURCES
4. Review application blanks. 5. Necessary information needed when applying for a job. a. Birth certificate b. Social Security card c. References d. Other important information 6. Interview a. Go through entire job application procedure stressing the interview. b. Role play a situation for an interview. Go through entire procedure. c. Stress: personal appearance, manners, attitude: in answering questions, application and qualifications.	Resource person: Personnel manager from local business

DRIVER TRAINING - GRADE 10

BASIC SKILLS

I. Understanding That Driving is a Privilege

- A. Getting your license to drive
- B. Safe driving is a state of mind
- C. Keeping physically fit to drive
- D. Alcohol, drugs, and driving

II. Understanding How a Car Operates

- A. When you own a car
- B. What makes your car go?
- C. Taking care of your car

III. Understanding the Necessity of Knowing Traffic Laws

- A. How natural laws affect driving
- B. How man-made laws affect driving
- C. Making, observing, and enforcing traffic laws

IV. Acquiring Knowledge About Driving Skills

- A. Getting ready to know the driving components
- B. Learning the driving skills
- C. Meeting traffic situations successfully
- D. Planning ahead for safe driving
- E. If an accident or disaster strikes

BOOKS AND MATERIALS

Bright, Lillian B., and Harris, Nina, How to Pass the Driver's Test, St. Petersburg, Fla., 1963

Arkansas State Police, Driver's License Manual, Little Rock, Arkansas, 1966

Arkansas State Police and Department of Revenue Safe and Sane Driving Manual, Little Rock, Arkansas

Chrysler Corporation, To the Parents of a New Teenage Driver, Detroit, Michigan

Strasser, Marlin K., et al., When You Take the Wheel, River Forest, Illinois, Laidlaw Brothers, 1963

Wool, John D., Getting Ready to Drive, Phoenix, New York, Frank E. Richards Co., 1967

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
I. Understanding That Driving Is a Privilege A. Why is a driver's license considered a "symbol" of adulthood? B. What is defensive driving and why is it important? C. Discuss the hazards of persons physically unfit to drive. D. Discuss the effects of alcohol and drugs in relation to good driving. II. Understanding How a Car Operates A. Discuss points that should be considered before buying a car. B. Explain the simple operation of a car. A mechanic could be invited to do this C. Discuss preventive and periodic maintenance. III. Understanding the Necessity of Knowing Traffic Laws A. Discuss functions, motion, energy, gravity, and speed in relation to good driving. B. How do man-made laws affect driving? C. Who makes the laws we drive by? IV. Acquiring Knowledge About Driving Skills A. Teach the location and use of all gauges, safety aids, starting devices and control instruments. B. Discuss the importance of acquiring the right techniques. C. Outline special traffic situations. D. How do you plan for safe driving? E. What should you do when an accident or disaster happens?	Films: State Department of Education 1064 "Permit to Drive" 40 "Teach Them to Drive" 106 "Your Driving Habits" 266 "Driving Economically" 1095 "Safe Driving: Advanced Skills and Problems" 1096 "Safe Driving: Fundamental Skills" 1097 "Safe Driving: Streets and Highways" Resource Personnel Law Enforcement 1. City Police 2. County Sheriff Department 3. State Police Service Station Operator Driver Education Instructor

DRIVER TRAINING - GRADE 10

BASIC SKILLS	BOOKS AND MATERIALS
V. Understanding the Responsibility of the Pedestrian and Cyclist for Traffic Safety. A. The pedestrian B. The cyclist C. Traffic safety	

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
V. Understanding the Responsibility of the Pedestrian and Cyclist for Traffic Safety A. Who is a pedestrian and what are his rights? B. Cycle safety C. Discuss organizations concerned with traffic and traffic rules.	

FUNCTIONAL ENGLISH

ENGLISH - GRADE 10

BASIC SKILLS	BOOKS AND MATERIALS
I. Learning to Get Along in School A. Getting acquainted B. Getting registered C. Gathering helpful and interesting information about your school D. Making and keeping friends II. Using Dictionary as a Reference Book A. For new words B. For troublesome words C. Learning to find antonyms and synonyms III. Learning to Study A. Listen to 1. Teacher's presentation 2. Class discussions B. Using manual for written work 1. Autobiography 2. Preparing papers to be handed in a. Name b. Date c. Title of material IV. Learning to Listen to A. Assignments B. Reading and oral reports C. Announcements	Manual for Written Work, Little Rock Secondary Schools, Little Rock, Arkansas, 1960

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
I. Learning to Get Along in School A. Introduce members of class to teacher, pupil to pupil, etc. Introduce yourself to a complete stranger. List names on board; read first and last names. B. Know all names on schedule care: principal, guidance counselor, teacher. Say names of important persons and places in current news. C. Tell class about a hobby, an experience, an interesting place, or summer vacation activities. D. Discuss friendliness, impressions created by pleasing manners.	Films: Arkansas State Education Department 1334 "How Friendly Are You" 1130 "How to Say 'No'" 1271 "Making Friends" 1111 "Name Unknown" 426 "The Other Fellow's Feelings" 1151 "The Outsider"
II. Using dictionary as a reference book, develop the habit of checking all words pupils don't know. Give exercises finding antonyms and synonyms.	Dictionary
III. Learning to Study A. Develop good listening habits. Pupils should learn to take assignments without repetition. Encourage good group discussions so that students will listen to what is being said and when they can talk. B. Try to develop a consistant form for students to use in all their work.	
IV. Learning to Listen	Tapes TV

ENGLISH - GRADE 10

BASIC SKILLS	BOOKS AND MATERIALS
D. Conversation	
E. Questions you are to answer	
F. Radio and television	
G. Person who gives a speech	
H. Introductions	
I. Rules	
J. Telephone conversation	
K. Take messages	
V. Learning to Speak Well	Turner, Richard, The Phone Calls You Make, The Turner Livingston Communication Series, Chicago, Follett Publishing Company, 1966
A. Taking part in conversation	
B. Making conversation interesting	"Let's Talk on the Telephone" (Special Education Guide V), Special Education Department, Little Rock, Arkansas
C. The difference between conversation and gossip	
D. Enunciating distinctly	
E. Pronouncing correctly	
F. Using correct grammar	
G. Giving announcements and minutes of meetings	
H. Giving reports	
VI. Uses of Written Communication	Department of Public Instruction, Let's Write a Letter, Pierre, South Dakota
A. Social notes and letters	Henney, R. Lee, System for Success, Chicago, Illinois, Follett Publishing Company, 1964

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
J. Use the Teletrainer to demonstrate telephone conversations. Let the children call each other and take messages.	Teletrainer, Southwestern Bell Telephone Company
V. Learning to Speak Well Have class make a list of "Speech Boners." Try to develop the ability to recognize incorrect speech in others. Role play party conversation. Role play parts of employer and employee. Role play: two students act out a call, class criticizes.	Films: State Department of Education 1004 "Your Voice" 427 "Your Speech" 1357 "Let's Pronounce Well" 1306 "Who Makes Words" 1289 "Speech: Group Discussion" Tape recorder
VI. Uses of Written Communication A. Discuss what to say in a friendly letter and "thank you" note. Review form and proper indentations. Review form and proper placement on envelope a. Importance of zip code; meaning of zip code b. Call Post Office for zip code and enter in notebook those used frequently.	Transparencies Mimeograph sheets showing placement Illustrate parts of friendly letter on board Illustrate parts of address on envelope Envelope

BASIC SKILLS	BOOKS AND MATERIALS
	Chapman, B. E. & Schulz, L., Mott Language Skills, Gailen, Michigan, Allied Education Council Dawson-Miller, Language for Daily Use Workbook, Yonkers, New York, World Book Company Provo, H., English That We Need, Phoenix, New York, Frank E. Richards Publishers, 1965 Grizzard, N. Y., Language Exercise, Austin, Texas, Steck-Vaughn, 1965
B. Business letters 1. Learning form of business letter a. Order b. Ask for information c. Paying for article by money order or check d. Choosing proper paper e. How to fold paper f. Addressing envelope C. Club minutes and reports D. School tests E. Applications F. Abbreviations G. Taking teacher's dictation	
VII. Learning to Be a Good Speller A. Take a pre-test to find words you already know. B. Make list of all words misspelled in compositions, letters, tests, spelling lessons.	Ayer, Fred C., Gateways to Correct Spelling, Austin, Texas, Steck Company Little Rock Spelling Word List Functional word list
VIII. Grammar A. Building good sentences 1. Recognizing and improving sentences	

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
2. Put outline of invitation on board. Students fill in blanks. Who is invited, to what, when--date and time, where--place, R.S.V.P. Orally, practice accepting or declining an invitation. a. Reason cannot accept b. Appreciation for invitation, thank you 3. Each student sends a card to someone. Two types of postcards--plain and picture. Emphasize necessity of briefness. Fourth class mail, air mail. Class practice wrapping packages. Emphasize importance of wrapping securely and labeling plainly.	Filmstrip: Little Rock Public Schools 455g "Letter Writing and Capitalization"
B. Students write business letters 1. Order items from mail order house, giving description, payment, mailing arrangement. Order free materials or pamphlets from government agency. Use order pads in role playing. Take orders by phone. 2. Answer ad from newspaper, magazine or radio announcement. Write unsolicited letter of application. Write complaint about an article which is unsatisfactory and is being returned.	Sample: business letter that has actually been received Order blanks from mail order houses Ads from newspapers and magazines
E. Fill out applications in class	Application blanks
VII. Learning to Be a Good Speller A. Use inventory list to find the students' level. Let them keep count of new words they learn. B. Review commonly misspelled words.	
III. Grammar A. Look over sentence structure used in various kinds of textbooks, such as: history, math, science. 1. Read sentences aloud. Write incomplete sentences on board; have children complete them.	

ENGLISH - GRADE 10

BASIC SKILLS	BOOKS AND MATERIALS
2. Recognizing a compound sentence a. Writing a compound sentence b. How to punctuate 3. Building paragraphs a. Choosing good topic sentences b. Using logical order and sequence c. Indentation B. Use pf punctuation marks 1. Academic work 2. Social correspondence 3. Vocational forms and letters C. Capitalization D. Parts of speech 1. Using verbs in correct tense 2. Agreement of verb and subject IX. Reading A. Reading aloud and silently B. Recalling facts; developing good listening habits C. Interpretation D. Organizing, sequence E. Relating to own experience F. Vocabulary building G. Leisure or pleasure reading, newspapers, magazines	Provo, Helen, English That We Need, Phoenix, New York, Frank E. Richards,1965 Provo, Helen, More English That We Need, Phoenix, New York, Frank E. Richards, 1968 Dawson, Miller, Zollinger, Language for Daily Use, Yonkers, New York, World Book Company Dawson & Miller, Language for Daily Use, Grade 5, Yonkers, New York, World Book Company Language and Study Skill Program, Elizabethtown, Pennsylvania, Continental Press Read, Study, Think, My Weekly Reader, Columbus, Ohio, American Book Company Grover, Kinkead, Anderson, New Practice Readers, Books A-G, Series F, St. Louis, Missouri, Webster Publishing Company Heavey-Stewart, Teen Age Tales, Books 1-3, Books A-C, Boston, Mass., D. C. Heath Company Reader's Digest, Skill Builder Series, Pleasantville, N. Y., Reader's Digest Services, Inc. Smith, N. B., Be a Better Reader, Book A, Englecliffs, New Jersey, Prentice Hall, Inc. Parker, Don, S.R.A., Science Research Associates, Inc., 259 E. Erie Street, Chicago, Illinois Rambeau and Rambeau, Jim Forest Readers Series, San Francisco, California, Harr Wagner Rambeau and Rambeau, The Morgan Boy Mystery Series, San Francisco, California, Harr Wagner Hefferman, Helen, Reading-Motivated Series, San Francisco, California, Harr Wagner

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
2. Tell pupils that punctuation is needed at end of sentence. Have children justify punctuation used in literature books. Have pupils change simple sentences into compound sentences by adding more words including adjectives and adverbs.	
B. Punctuation Write sentences omitting punctuation marks. Pupils write examples illustrating rules of punctuation. Go through newsprint and underline punctuation marks; discuss reason used. Identify proper formation of marks with names.	Filmstrips: Little Rock Public Schools 470e "Parenthesis and Dash" 455f "Plural and Possessives" 178b "Punctuation" 208d "Quotation Marks and Italics" 208c "Semi-colon and Colon" 283 "Making Sense with Sentences" 470 "Capitalization"
C. Familiarize students with all rules of capitalization. Give them worksheets to capitalize.	
D. 1. Have pupils write sentences using correct verbs. Exchange papers and have them rewrite, changing tense of verb. 2. Put sentences on board. Have children tell time expressed, or point out word that tells time. Example: Our class has chosen its project. 3. Give worksheets to teach substitution of pronouns for nouns. Work on descriptive words that will make their conversation and writing more colorful.	Films: Little Rock Public Schools 48 "Why Punctuate 280 "Punctuation Marks Your Meaning"
IX. Reading A. Read paragraphs for main facts. B. Discuss questions aloud in class, pointing up listening skills. C. Let class write similar stories. D. Class could add endings to some stories. E. Tell stories relating own experience on definite topics. F. Select basic words for vocabulary study and spelling. G. Visit library and librarian. Tell and illustrate how to find material needed, or interested in, from the angle of pleasure reading, pre-vocational reading.	Films: Little Rock Public Schools 316 "Better Reading"

FUNCTIONAL MATHEMATICS

MATHEMATICS - GRADE 10

BASIC SKILLS	BOOKS AND MATERIALS
I. Understanding Numbers and Number Systems A. Reading and writing whole numbers B. Money values C. Reading and writing money terms D. Time E. Measures	Inventory tests prepared by the Little Rock Special Education Department
II. Understanding Fundamental Processes A. Addition 1. Facts 2. Carrying	Sullivan, M. D., Programmed Math for Adults, Addition, New York, McGraw-Hill Book Co., 1965 Addition Drill Books prepared by the Little Rock Special Education Department
B. Subtraction 1. Facts 2. Borrowing	Stein, Edward, Refresher Mathematics, Boston, Allyn and Bacon, 1965
C. Multiplication 1. Facts 2. Carrying 3. Multiplying by 2 or more multipliers	Programmed Math for Adults, Subtraction, McGraw-Hill Book Company Subtraction Drill Books prepared by the Little Rock Special Education Department
D. Division 1. 1-place divisors 2. Carrying 3. 2-place divisors 4. Carrying remainders	Programmed Math for Adults, Multiplication, McGraw-Hill Book Co. Programmed Math for Adults, Division, McGraw-Hill Book Co.
E. Fractions 1. Finding fractional parts of a group of things 2. Adding and subtracting like denominators 3. Adding and subtracting unlike denominators	Growth in Arithmetic, Grades 4-5, World Book Co. Upton, Clifford and Fuller, Kenneth, American Arithmetic, Grades 4-5, American Book Co., 1960

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
I. Understanding Numbers and Number Systems	
A. Administer a number sequence test.	Filmstrips: Little Rock Public Schools 437a "Work and Play with Numbers" 438g "Experiences with Numbers" 438f "Experiences with Counting" 436g "We Learn Numbers" (Part II) 435b "Reading and Writing Whole Numbers"
B. Count real money in class.	
C. Read prices from newspapers and catalogs.	
D. Allow students to be responsible for class time.	
E. Allow students to measure items found in class.	
II. Understanding Fundamental Process	
A. Addition	
1. Administer addition inventory. 2. Solve problems of daily living. 3. Use catalogs and newspaper ads.	Addition Drill Cards
B. Subtraction	
1. Administer subtraction inventory. 2. Demonstrate the process of borrowing. 3. Use chalk board drills and prepared worksheets.	Subtraction Drill Cards
C. Multiplication	
1. Administer multiplication inventory. 2. Allow student to use maximum multipliers that he can work. 3. Solve problems of daily life.	Multiplication Drill Cards
D. Division	
1. Administer division inventory. 2. Review three processes necessary for division. 3. Allow student to use maximum divisors he can work. 4. Solve problems of daily living.	Division Drill Cards
E. Fractions	
1. Administer fraction inventory. 2. Demonstrate fractional parts by using items such as pies, apple parts,etc. 3. Go through the four processes. 4. Solve problems of daily living.	Meaning of Fractions 400320 Working with Fractions, Set #2 McGraw-Hill

MATHEMATICS - GRADE 10

BASIC SKILLS	BOOKS AND MATERIALS
F. Decimals 1. Practice the four fundamental operations with dollars and cents . 2. Learn the equivalent scale of simple fractions and decimals .	
III. Understanding Units of Measurement A. Time concepts 1. Days, weeks, months, years 2. Seconds, minutes, hours 3. Related to school and job 4. Budgeting time	
B. Distance or length - inch, foot, yard, mile	
C. Weight - ounce, pound, ton	
D. Liquid - cup, pint, quart, gallon	
E. Quantity - dozen, gross, peck, bushel, teaspoon, tablespoon	Jenn Publications - duplicated worksheets B333, B334
F. Temperature	Jenn Publications - duplicated worksheets B338, B339

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
F. Decimals	
1. Administer decimal inventory test	
2. Teacher-made tests and newspaper ads to use for addition and subtraction of money	
3. Make charts of common fractions and their decimal and per cent equivalents. Stress the value of learning these equivalents to help figure discounts.	
III. Understanding Units of Measurement	
A. Time concepts	
1. Time - give students practical experiences dealing with weeks and months. Example: Have them find two weeks from the 21st of May or thirty days from July 4th.	Calendar
2. Practice telling time. Figure the amount of time from one point on the clock to another. Stress understanding quarter hours; quarter after, quarter till, one-half hour, three-fourths hour or 1:45.	Clock with moveable hands
3. How much time is spent in each class doing a specific assignment, on a job, at lunch, etc.	Wall clock
4. Make a chart showing the percentage of time spent a day working, eating, sleeping, at recreation, etc.	
B. Let students measure angles and width of room, or various objects in the room. Try to convert one measurement to another. Distinguish between area and perimeter.	Rulers, yardsticks
C. Have each student convert his own weight to ounces. Make a list of things weighed by ounces, pounds, tons.	Scales
D. Practice converting liquid measures. Name different things that are bought by these measures.	Cups and bottles in pint, quart, and gallon sizes
E. List things bought by each measure. Practice converting the measure. Use recipe books for spoon measures.	Egg cartons, peck and bushel baskets, teaspoon, tablespoon, 1/4 and 1/2 teaspoon
F. Practice reading and comparing outside and inside temperature. Show how temperature is measured on stoves, ovens, cars, thermostats, etc.	Thermometer
	Film: State Department of Education 1385 "What Are Decimals?"

MATHEMATICS - GRADE 10

BASIC SKILLS	BOOKS AND MATERIALS
IV. Understanding Social and Functional Uses of Arithmetic A. Daily use of arithmetic 1. Using money a. Knowing the value of the coins and bills b. Making change 2. Buying, and using cash a. Comparing prices b. Buying household goods and clothing c. Paying bills - grocery, laundry, electric, etc. d. Figuring restaurant checks, amusements and recreation expenses e. Buying stamps and paying postal charges f. Figuring dues for memberships g. Estimating cost of transportation 3. Buying without cash a. Installment buying b. Charge accounts c. Lay-away accounts 4. Wages and budgets a. Part-time jobs b. Full-time jobs c. Budgeting income d. Payroll deductions (1) Social Security (3) Company Insurance (2) Withholding - State and Federal (4) Union Dues	Jenn Publications, duplicated worksheets, B350, B351, B355, B356, B357, B358, C169, C170, C171, C172, C173 Weiland Robert and Woytex, Steve, Mathematics in Living, Book 1, Boulder, Colorado, Pruett Press, 1967 Wool, John D., Using Money Series, Book 11, Phoenix, N.Y., Frank E. Richards, 1968 Wool, John D., Useful Arithmetic, Volume II, Phoenix, N.Y. Frank E. Richards Co., 1967 Mathematics in Living, Pruett Press Book II - Wages and Budgets Book III - Banking Newton, Stokes, and others, Arithmetic in My World, Grade 5, Boston, Allyn-Bacon

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
IV. Understanding Social and Functional Uses of Arithmetic	
A. Daily use of arithmetic	
1. Using money	Films: State Department of Education 1447 "Money and Its Uses" 151 "Story of Money"
a. Make sure that students recognize the cent, nickel, dime, quarter, half-dollar, and bills of different denominations.	
b. Have numerous exercises and worksheets on the value of different coins. Have pupils practice counting money and making change. Use a cash register when possible.	Cash register Real money
2. Buying and using cash	
a. Use newspapers and advertisements to get actual practice in this	Newspapers, catalogs
b. Make out situations where student must choose what household goods and clothes fit their needs and budgets. Stress the importance of checking and saving sales slips.	Films: State Department of Education 1057 "Wise Buying" 1189 "Your Family Budget"
c. Discuss paying bills by check or cash and the advantages and disadvantages of each.	
d. Discuss what part of the family income should be spent on these. Borrow restaurant menus to figure the actual checks. This can be approached by trying to find out how much money a boy would need to take his date to dinner and a show.	
e. Discuss the different stamp denominations and learn current rates.	Film: State Department of Education 1352 "Our Post Office"
f. Learn about dues of organizations.	
g. Discuss taxi, bus, train, plane fares. Estimate the cost of keeping a car. Make charts comparing the price of cars to other modes of transportation.	Charts
3. Buying without cash	
a. Point out advantages and disadvantages of additional carrying charges, necessity of the object desired, total interest.	116211 - The Story of Money Series #7
b. Point out differences in types of charge accounts and what they mean.	
c. What is the difference between charge and lay-away accounts.	
4. Wages, and budgets	
a. What type part-time jobs are available in this locality? Why take a part-time job? (Work while going to school)	Job applications
b. What jobs are available at students' level of work? What factors must be considered in taking a job? (1) Cost of transportation to work (2) Wages - weekly, hourly, monthly, etc. (3) Hours spent at work	Film: State Department of Education 967 "Choosing Your Occupation" 1190 "Your Earning Power" 1189 "Your Family Budget"
c. Make budgets for different levels of income for a week, month, or year. Point out the differences between necessities and extras and percentages spent for each.	
d. Discuss and learn the purpose of each deduction.	

BASIC SKILLS	BOOKS AND MATERIALS
5. Banking a. Checking accounts (1) Applications (2) Deposits (3) Checks (4) Check stubs (5) Bank statements b. Savings accounts (1) Applications (2) Deposits (3) Withdrawals (4) Pass books (5) Interest 6. Taxes a. Sales tax b. Personal property tax c. Federal income tax d. State income tax B. Problem solving 1. One-step problems 2. Two-step problems 3. Graphs 4. Averages 5. Percentage	Alves, Fertsch, and Matthys, The Modern Practice Book in Arithmetic, levels 4-5, Austin Steck, 1953

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
5. Banking a. Make application for a checking account and write checks for budget items. Class may like to pretend to be company and write "pay checks" once a week. Students must learn to endorse checks and pay bills. Emphasize the importance of keeping track of the account through check stubs and bank statements. b. Why save? Explain the main differences in saving accounts rather than checking accounts.	Field trip to a bank Resource person: Bank teller or executive Film: Little Rock Public Schools 464 "How to Use Your Bank" Free at any bank - applications for checking and savings accounts deposit slips blank checks signature card statement forms pass book
6. Taxes a. Emphasize the need of saving sales slips and receipted bills for record of sales tax. Teach them how to roughly figure sales tax. b. Discuss what comes under each type of tax, when you pay it. c. Let the students try and work out the simple tax forms in class. d. Discuss each of the deductions and how they will affect the final pay check, how they will help in future life.	Kit: Teaching Income Tax, Internal Revenue Dept.
B. Comprehending problem solving	
1. Use functional materials to demonstrate actual problems students have. 2. Work money or budget problems of individual students. 3. Figure income tax on students' earnings. 4. Teach students who are employed to figure their time and earnings. 5. Teach commission and piece-work methods of earnings to those employed under these procedures.	

SCIENCE

BASIC SKILLS	BOOKS AND MATERIALS
I. Recognizing and Appreciating the World of Nature in Action A. Understanding plants and their relationship to man 1. Name and recognize common plants of Arkansas that contribute food, clothing, and shelter.	Fitzpatrick, Bain, Teter, Living Things, New York, Holt, Rinehart, Winston
2. Needs of plants: soil, air, water, fertilizers (commercial, natural, organic, inorganic, and compost.) 3. Adaptability: Hybridizing - changed character of many plants	Ames, Maurice, Editor, Science for Your Needs, Prentice-Hall Inc., Englewood Cliffs, N.J.
4. Use of sprays and poisons to increase production	
5. Conservation of land and plants	

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
I. Recognizing and Appreciating the World of Nature in Action A. Using reference books, report on how plants have changed man's way of living. 1. List plants that contribute to food, clothing, shelter, etc. Bring in seeds to plant in class. Observe the growth of the seeds. Have children record the growth of the seeds by drawing plants in different stages of growth and write sentences pertaining to the drawings. List and locate on a state map, plants produced commercially in Arkansas. 2. List the needs of plants. 3. List agencies concerned with improving plant production. Emphasize work of clubs, garden clubs, 4-H groups, etc. a. Methods used - hybridizing and cross-breeding. b. Bring in flower blossoms. Look at pollen grains. Draw pictures and label parts of plant reproduction process. Bring leaves, blossoms, seeds from yards. c. Show how to use books of library for identifying - matching techniques. Use seed and nursery catalogs for matching and identifying pictures of common food plants. Match nut with tree that it comes from. Match fruit and vegetable pictures with vocabulary. Visit supermarket, identifying and naming fruits and vegetables. Match labels from cans with pictures of contents. d. Use phonic drill games. Name a plant, vegetable or fruit beginning with certain sound. e. Practice recognizing some edible wild plants. (1) Discuss reasons for classifying as edible or poisonous. (2) Discuss common antidotes if touched or eaten. 4. Discuss: Use and non-use of poisons and sprays on fruits and vegetables. a. Proposed and impending legislation in near future. b. Class debate - list arguments for and against. c. Bring in celery, fruits and vegetables and show residue of poison spray. Discuss places where it accumulates and necessity of thorough washing. 5. Know rough estimates of amount of usable land in world for agricultural purposes, amount of forest left. Study globe and locate largest concentrations of populations. Name foods we import and export. Know nations who must import food. Make graphs of figures available. Practice reading graphs from encyclopedia and other sources.	Films: State Department of Education 579 "Science and Agriculture" 218 "The Changing Cotton Land" 5749 "Rice: America's Food for the World" 5485 "Rice: Most Important Food" 5531 "Wheat Farmers" Bulletin Board: display of grain crops - rice, wheat, barley, corn, soybeans, cotton, plants (alfalfa, clover, lespedeza, etc.) Bulletin Board: articles from local Sunday paper on planting, maintenance, and agricultural news. Point out radio morning coverage of planting and marketing news, of seasonal jobs that are open. Films: State Department of Education 1401 "Plant Life at Work" 780 "Plant Traps"

BASIC SKILLS	BOOKS AND MATERIALS
a. State and federal agencies concerned b. Organizations sponsoring and promoting conservation other than the government 6. Possibilities of future jobs or employment B. Understanding animals and their importance to man 1. Domestication of animals: man and nature's combined efforts for changing and adapting 2. Wild animals - treatment and consideration today. Environmental conditions for survival	Reference: Teacher read Storex, John H., The Web of Life, Signet Publisher
3. Possibilities of future jobs and employment 4. Understanding the uses of animals and their by-products. C. Understanding the importance of a "Balance in Nature"	Broadening Worlds of Science (ABC Science Series) New York, American Book Co. Magazines: National Wildlife Audubon Sports Afield Life
II. Understanding Man and His Environment A. Understanding the relationship of the environment to health - pure food, air, water, rest, recreation	Free and inexpensive materials Pamphlets: American Medical Association 535 N. Dearborn St., Chicago 10, Ill. Associated Master Barbers and Beauticians of America, National Educational Council 537 S. Dearborn St., Chicago 5, Ill.

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
a. Government aid: Discuss kinds of problems that need government aid. Vocabulary: Land or soil banks, land analysis, subsidies, market potential, watersheds, flood control, allotments, tree farms, fish farms. b. Know of garden clubs, farmers' clubs, 4-H groups, Future Farmer clubs, Boy and Girl Scout activities, private business concerns such as Adkin Phelps. 6. Discuss many types of work in raising, marketing transporting plants and their products.	Submit posters or cartoons about "Litter Pollution", "Mining" or pupils choice of topic when unit is completed. Speaker or films available from State Agricultural Department, or Federal representative or films from Forestry Commission, Agricultural Research Service Speaker and films available from local garden clubs. Call attention to TV and radio programs of State Game and Fish Commission and other programs pertaining to recreation and sports.
B. Understanding animals and their importance to man 1. List animals in Arkansas, domestic and wild, under categories of usefulness (food, clothing, beast of burdens, recreation, sports, hobby and scavengers.) 2. Use outline map of Arkansas. Draw in areas Federal Government set aside as reserves. White R., Hurricane, Hollow Bend, etc. Consider geographic reasons as to why these areas were chosen. Private and government goals today regarding wild animals. Define: Posted, No trespassing. Discuss the need for game laws and licenses; gun laws new legislation. Discuss correct usage and abuse. 3. Discuss many new jobs brought about by the growing economic importance of animals. 4. Collect pictures of how animals or their by-products are used today.	Pictures showing many breeds of horses, dogs, cattle, poultry, etc. Results of selective breeding. Films: State Department of Education 56 "Pine Ways to Profit" 836 "Forest and Conservation" 54 "Wise Land Use Pays" 831 "Work of Running Water" 828 "Work of the Atmosphere" 971 "Arteries of Life" 969 "Birth of Soil" 970 "This Vital Earth" 998 "Forest Conservation" 997 "Forest Produces" 5476 "Man's Problem" 5475 "Nature's Plan" 537 "Seeds of Destruction" 6015 "Let's Keep America Beautiful"
C. Give proof of how all living things, in some manner, are dependent upon one another. 1. Discuss the topic "Man Does Not Stand Alone". 2. Write a theme, give a report, draw a cartoon, or make a poster on: "What Conservation Means to Me", "The Balance of Nature".	Films: State Department of Education 5979 "Herds West (Cattle Business)" 668 "Animals in Modern Life" 688 "Care of Pets" 888 "Science and Superstitions" (animals) 5872 "Secrets of Ant and Insect World" 5832 "Secrets of the Bee World" 5868 "Secrets of the Underwater World" 5558 "Rabies can be Controlled" 351 "Realm of the Wild" 678 "Birds of Prey" 644 "Birds of Countryside"
II. Understanding Man and His Environment A. Discuss how man has learned to preserve body health. Let students choose topic in relation to any body part such as eyes, teeth, ears, or relationship of health to food and rest. Make posters of things available for cleanliness, illustrating care of feet, good and bad shoe designs, etc. Ask students to submit topics of health, on which they would like more information.	

BASIC SKILLS	BOOKS AND MATERIALS
B. Evaluating medicines: Using common sense 1. Use and abuse 2. Preventive measures - vaccinations	Free and inexpensive materials Pamphlets: Education for Consumer Health, 244-07528 Harper - free materials 1201 16th St., N.W. Washington, D.C. 20036
C. Recognizing the necessity for good grooming habits 1. Purposes: avoiding health problems; reflecting self-evaluation; affecting employment possibilities	Stevens, Pat, Good Grooming for Boys and Girls, Booklet - Guidance Series Jenkins and Shacter, Guide for Teen-agers, Dallas, Scott Foresman Co. Journal of Home Economics, lists free materials available.
2. Cleanliness a. Personal - skin, hair, feet, hands (1) Deodorants (2) Perfume b. Clothing - care in wearing (1) Washing - storing (2) Ironing - pressing (3) Dry cleaning	Ames, Baker, Leaby, Science for Your Needs, (Cycle 7 clothing) Englewood Cliffs, N.J., Prentice-Hall National Institute of Cleaning & Dyeing, Silver Springs, Maryland
3. Appropriate dress	Write: Money Management Institute Corp. Prudential Plaza, Chicago, Ill. 60601 1. Your Clothing Dollar 2. Household Finance

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
B. Listen to radio and TV sales advertising. Collect advertisements from magazines and newspapers. 1. Cite sources available for authoritative diagnosis and recommended medication. 2. Changes in philosophy of preventing health problems by periodic check-ups and uses of shots and vaccinations. Discuss health requirements of various vocations. New requirements for medical examinations and immunizations; for example, before beginning school.	
C. Collect pictures of people, from magazine such as Life. Discuss: grooming, affect on impression to strangers as to personality and character, reaction on meeting people who do not look healthy, clean, or appropriately dressed.	Magazine pictures - before and after
1. Make list of words related to grooming. Have class draw or collect pictures illustrating good grooming. List words relating to health such as eating, exercise, sleep, rest, posture, hands, eyes, teeth. Have class discuss affects of abuse.	Home laundry classroom kit
2. Cleanliness: personal and clothing a. Match common name brand with purpose. b. Labels in clothing for cleaning. Use of detergents, bleaches. Cost of maintaining dry cleaning, use of coin operated dry cleaning, spot remover, etc. Seasonal care and storing.	Bring tape measure to class, show how to measure for size, height, bust, waist, hip, (Female); height, chest, waist, trouser inseam (Male) Shirts, neck measurement and sleeve length, sport shirts - small, medium, large, extra large. Film: State Department of Education 5580 "World of Little Things - Balance of Life" "Posture and Exercise" Resource people: Doctors, nurses, coaches, gym teachers
3. Appropriate dress - season - occasion - weather Understand vocabulary used in sizing of garments. Understand vocabulary used in stores for department clothing. Ask assistance from sales personnel as to needs, choice, appropriateness.	

BASIC SKILLS	BOOKS AND MATERIALS
III. Understanding the Uses of Common Machines	G.E. School Plan (W-5-68) Consumers Institute Dept. EM General Electric Co. Appliance Park, Louisville, Ky. 40225
IV. Understanding Sound, Light, Color and How We Use Them A. Sound 1. Characteristics 2. Musical sounds 3. How sound travels 4. Noises - influenced by machines	Stone, George K. Stephenson, Lucy W., Science in Action
B. Light 1. Waves 2. Speed 3. Uses 4. Proper lighting 5. Need for 6. Light and sight	Master, overlays and overhead projector
C. Color 1. Uses	"Decorator Tips" Home That Flatters You Pr. 10¢, Keller Manf. Co., Inc., Corydon, Ind.
2. Mixing	

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
III. Understanding the Uses of Common Machines Name some machines commonly used that make work easier, faster, and more efficient. List these according to those used in the home, in the yard, on the car, etc. Let each child choose a machine and list requirements found necessary in a person who operates the machine efficiently. List common requirements that prolong life and efficiency of the machine. Collect facts of cost, upkeep, life expectancy of the machine. Consider factors that shorten or nullify claims and guarantees of manufacturers or cut down on efficient operation.	Pictures on bulletin boards of machines found in homes
IV. Understanding Sound, Light, Color and How We Use Them A. Sound: Pleasing, informative, entertaining, obnoxious, unbearable 1. Name of tones that carry best 2. Demonstrate with instruments, musical sounds and individual voice 3. Use tin cans and core to demonstrate how sound travels. Notice which voices in class carry. 4. Have students distinguish the difference in noise and music. Discuss "living with sound". Examples: on the job distraction, learning to concentrate, etc.	Films: State Department of Education 1246 "The Nature of Sound" 1420 "Science and Light"
B. Light 1. What are light waves? 2. How does light travel and at what speed? 3. Have students list many uses that are made of light. 4. Discuss the importance of proper lighting in the home, school and on the job. 5. Discuss the many needs of light and new uses. 6. Discuss light as it relates to good eye sight and use to give information.	Overhead projector and overlays Physics teacher Representative from power company Filmstrip: Little Rock Public Schools 453f "Light Heat and Sound"
C. Color 1. Let students discuss the many uses that are made of color and what it would be like without color. Discuss how color is used: red-danger; yellow - caution; green - go. 2. Make color wheel. Illustrate colors obtained by mixing colors. Use crayons, water colors, etc. Ex. yellow + blue = green.	Film: State Department of Education 6077 "Understanding Color - Color by Addition"

SCIENCE - GRADE 10

BASIC SKILLS	BOOKS AND MATERIALS
V. Understanding the Earth and Its Physical Features A. Size and shape B. Composition C. Surface features D. Climates E. Weather VI. Acquiring Knowledge about Space A. Sun B. Other stars C. Planets D. Moon E. Space explorations	

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
V. Understanding the Earth and Its Physical Features A. With a globe and other maps discuss the shape and size of the earth. Discuss the early beliefs about the earth's shape. B. Bring to class rocks, minerals and soil for a discussion on the earth's composition. C. Discuss the many surface features and use films, drawings and mock-ups. D. Point out on a map the various climate zones, their characteristics, temperatures, vegetation, inhabitants, and occupations. E. Discuss the various seasons, what causes them and weather variations.	Films: State Department of Education 719 "Earth's Rocky Crust" 722 "Our Earth" 289 "A Strand Breaks", Part I, II 822 "The Weather" 1433 "The Weather Station" 102 "Thunder and Lightning" 615 "What Makes Rain" 878 "Water Cycle" 1048 "A Story of a Storm"
VI. Acquiring Knowledge about Space A. Discuss the size of the sun as compared with other stars, distance from the earth, use as a source of energy. B. Have students locate other stars: North Star, Big Dipper and discuss the student's observations in class. C. Discuss the planets Mars and Venus. The other planets should be named so that the students may have a complete picture. D. Discuss the size, distance from the earth and reasons for changes in shape of the moon. E. Discuss recent space explorations by the United States and Russia. Discuss present developments in space exploration.	Films: State Department of Education 1058 "Sun, Earth, and Moon" 5734 "A Trip to the Moon" 1443 "What is Space" 5620 "Planet Earth: Science in Space" 5872 "Why Explore Space" 5829 "First Men Into Space: Solving the Space Survival Problems" 5603 "Portrait of the Sun" 764 "The Moon" 1100 "The Sun's Family" 1303 "Exploring the Night Sky"

BASIC SKILLS	BOOKS AND MATERIALS
I. Understanding the Value of First Aid Training A. To self B. To others C. In civil defense D. In fostering safety consciousness II. Classifying and Treating Wounds A. Types 1. Bruises 2. Cuts 3. Punctures B. Treatment of minor wounds 1. Sterilizing 2. Bandaging C. Treatment of serious wounds 1. Stop bleeding a. Direct pressure b. Pressure to supply vessel c. Use of tourniquet 2. Bandage 3. Treatment of snake, spider, and insect bites. III. Knowing the Causes, Signs, and Treatment for Shock IV. Classifying, Treating, and Preventing Burns A. Classification 1. General a. Heat b. Sunburn c. Chemical	First Aid Textbook, The American National Red Cross

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
I. Understanding the Value of First Aid Training A-D. Have student discuss some of the injuries that might occur which would need emergency aid.	Resource person from Red Cross or Civil Defense School Nurse
II. Classifying and Treating Wounds A. Practice various methods of controlling bleeding. Discuss under what circumstances a doctor needs to be consulted. Discuss the necessity of tetanus shots for certain types of wounds.	Films: State Department of Education 1255 "First Aid on the Spot" 731 "First Aid Wounds and Fractures"
B. Have a nurse give a demonstration of cleaning and caring for a wound, emphasizing cleanliness and the necessity of consulting qualified personnel for serious injuries.	
C. Have a demonstration showing the pressure points that control bleeding.	
III. Discuss the Causes, Signs, and Treatment for Shock	
IV. Classifying, Treating, and Preventing Burns A. Make a chart illustrating types of burns and their treatment.	

BASIC SKILLS	BOOKS AND MATERIALS
2. Depth a. First degree b. Second degree c. Third degree B. Treatment C. Prevention V. Recognizing and Treating Oral Poisoning A. Prevention B. Treatment VI. Recognizing and Treating Broken Bones, Sprains, and Dislocations A. Definitions B. Use of splints VII. Water Safety VIII. Knowing How to Administer Artificial Respiration A. Mouth-to-mouth method B. Chest pressure-arm lift method C. Back pressure-arm lift method IX. Knowing How to Treat Common Emergencies A. Appendicitis B. Blisters C. Boils and styes D. Poison ivy and poison oak E. Simple fainting	

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
2. Emphasize the importance of good medical attention in the treatment of burns.	
V. Recognizing and treating oral poisoning	
A. Stress keeping all dangerous chemicals and medicines out of children's reach, and carefully following directions on the labels of all sprays.	
VI. Recognizing and Treating Broken Bones, Sprains, Breaks and Dislocations	
A. Practice making and using splints. Practice various methods of transporting patients. Make arm slings and different types of bandages.	
VII. Discuss Water Safety Rules and Regulations	
VIII. Knowing How to Administer Artificial Respiration	Films: State Department of Education 1170 "Artificial Respiration" (Back Pressure-arm Lift Method) 5690 "Rescue Breathing"
A. Demonstrate mouth-to-mouth method.	Mouth-to-Mouth Breathing Practice Kit from school health office or State Health Department
B. Demonstrate chest pressure-arm lift method.	
C. Demonstrate back pressure-arm lift method.	
IX. Knowing How to Treat Common Emergencies	
A. Be certain to consult a doctor for a suspected appendicitis.	
B-C. Stress absolute cleanliness and medical attention.	
D. Familiarize the students with poison ivy and oak. Avoid these plants.	
E. Demonstrate the correct position in which to place a person that has fainted.	

FIRST AID - GRADE 10

BASIC SKILLS	BOOKS AND MATERIALS
X. Recognizing When Professional Medical Care Is Needed A. Animal bites B. Contagious diseases C. Eye injury D. Internal injury E. Nose injury F. Serious burns G. Serious wounds	

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
X. Recognizing When Professional Medical Care Is Needed Classroom practice in telephoning for a doctor, ambulance, or local rescue unit in an emergency situation. (If number is not available, dial "operator.") Have the school nurse discuss the necessity for professional help when certain accidents occur, or symptoms appear.	

HOME ECONOMICS

HUMAN DEVELOPMENT AND THE FAMILY (Relationships) Grade 10

CONCEPTS	BOOKS AND MATERIALS
I. The Meaning of Self	
A. Character study	
II. Family Relations	Family Living, Evelyn Duvall, McMillan Co.
A. Preparation for marriage	When You Marry, Duvall-Hill, Heath Co.
1. Concepts of dating conduct	
2. Concept of "growing" in love	
3. Readiness for marriage	Personal Adjustment Marriage and Family Living, Landis, Judson, and May

LEARNING EXPERIENCES	TEACHING AIDS AND RESOURCES
I. The Meaning of Self A. Character study: 1. Write a short paper on "The Kind of Person I'd Like to Be". Make an honest effort for one week to try to be this kind of person. At end of week, list the ways you think you are coming closer to being like the person you want to be. 2. Have class list ways they feel they are becoming more mature. Compare attitudes held on specific subjects that the class had as 7th graders and now as 10th graders. Think through reasons why you feel you have changed.	Filmstrip: "Who Am I", Quality Filmstrip for Education by Cathedral
II. Family Relations A. Preparation for marriage 1. The teacher and students develop the concepts that: a. There are definite standards of conduct b. Ideals are a must for every boy and girl. c. Being together, unchaperoned, too frequently, causes a strain on emotional control. d. Have class discuss a policy of emotional restraint. Students should list activities and policies which will help couples to adhere to this code. e. Illustrate how the married person is identified with what his partner does. 2. "Growing in love" a. Have class discuss "One does not fall in love, one grows in love". b. Have class discuss the stages of love from childhood to adulthood.	Booklet: "Looking Ahead to Marriage", Student Guide Series
3. Each student brings to class one statement of qualities which indicates readiness for marriage. a. Teacher evaluates, rewrites, and adds to the above statement. b. Role play the actions of a person who is jealous, selfish, self-centered, argumentative. Discuss how these traits will affect a successful marriage. c. Have a panel of parents, ministers, and high school pupils discuss "What girls and boys should consider before choosing a marriage partner."	Filmstrip: "Are You Ready for Marriage", Coronet "When Are We Ready for Marriage" Montgomery Company Film Library

CONCEPTS	BOOKS AND MATERIALS
4. Qualities of marriage partner	
5. Engagement period	Building Your Life, Landis and Landis
6. Marital conflicts	

LEARNING EXPERIENCES	TEACHING AIDS AND RESOURCES
d. Discuss what age is the best time to marry. Point out examples of maturity e. Have class make a poster showing "stepping stones" leading to a good marriage. Ex. ,Same kind of family, same kind of nationality background, grew up in same type of community, like same things, similar tastes, same religion, similar education.	
4. Qualities of a marriage partner a. Have students write a paragraph about "The qualities I'd like to find in a marriage partner." b. Have pupils list interests and activities they would like to share with their marriage partner.	Filmstrip: "Marriage is a Partnership" by Coronet
5. Engagement period a. Have pupils discuss the purpose of the engagement period. b. Use question box to find out what teenagers recognize as problems in dating and engagements. c. List persons, places and sources that one could go to get premarital information. The teacher invites a marriage counselor to discuss these services.	
6. Marital conflicts a. Discuss the statement "I'm not marrying your family; I'm marrying you." b. List ways one could get along with future partners. c. Discuss the importance of establishing a family home base to identify a new family. d. The teacher develops the concept that two people cannot live together without having disagreements. It is how these disagreements are handled that is important. e. Have class role-play the various tasks and duties that a young married couple would have to share. f. List some conflicts that occur either in your home or homes you know. Discuss how they were handled. g. Teacher should read to class the story of Janice and Solon, page 215. (1) What unnecessary problems are Janice and Solon likely to have? (2) How do the families of both young people make life more difficult for them?	

CONCEPTS	BOOKS AND MATERIALS
7. Analyzing successful marriages	
B. Meaning of the marriage vows	
1. Types of ceremonies	Personal Adjustment - Marriage and Family Living, Landis, Judson, and May
2. Customs and traditions - factors to consider 3. Social concern for marriage	Family Living, Evelyn Duvall
C. Family financial responsibility	Building Your Life, Landis and Landis
1. Jobs to support a family	

LEARNING EXPERIENCES	TEACHING AIDS AND RESOURCES
7. Analyzing successful marriages a. Analyze a marriage which seems to be happy and successful. b. Interview successfully married persons for opinions on adjustments. c. Role-play how "little things" can add to be "big things".	
B. Marriage vows 1. The teacher and students discuss the different ceremonies which can be performed, and the types of ceremonies which are available. 2. Students make special reports on wedding ceremonies and customs. 3. Social concern for marriages a. Have class conduct a debate, Resolved: All applicants for marriage licenses should be required to pass tests to determine mental and physical competence. b. Have County Clerk report on marriage laws for the state. c. Teacher invites a speaker to talk to class about some causes of separation and divorce, and the problems that result. Teacher makes a tape of the talk for questions and answers, and later discussion and clarification. d. Have teacher write on board and discuss the following words and terms as they relate to marriage: responsibility / irresponsibility / interest / enthusiasm / courage / carelessness / explosiveness / rudeness / oneness / offensiveness e. The class and teacher make a chart showing characteristics which help to make a lasting marriage, and those which may cause divorce. f. The teacher discusses with the class the importance of showing a marriage partner the same courtesy and respect that would be shown to an employer, a fellow employee, or a friend.	Local County Clerk Local Lawyer, Family Service Agency Film: "Handling Marital Conflicts", Montgomery Co. Film Library Pamphlets: "Money Management Series", Better Homes and Gardens "Consumer Research", Washington, D.C.
C. Family financial responsibilities: 1. Jobs to support a family a. The teacher and students discuss different types of jobs that they might hold - realistically.	

CONCEPTS	BOOKS AND MATERIALS
2. Money management	
3. Banking and investment services	
4. Home financing	
5. Consumer protection	
D. Marriage adjustment	

LEARNING EXPERIENCES	TEACHING AIDS AND RESOURCES
b. The boys make a list of requirements necessary to be able to support a family. c. Have class discuss: "Should the wife in a beginning family work?"	
2. Money management: a. The teacher appoints three committees to determine how to budget their funds if they had to live on a low income, a medium income, or a generous income. b. The teacher and students should discuss the types of jobs necessary for the above activity. c. A former student (now married) discusses some of the marital problems she has encountered. Teacher controls interview and question and answer period. d. The teacher develops a series of lessons on how actual income is compared with take-home pay. e. List items to be deducted and net amount of money for spending.	"A Discussion of Family Money" "How Budgets Work and What They Do" Institute of Life Insurance, N.Y. Local Savings & Loan Company "Your Investment Dollar", Household Finance Corporation
3. Teacher helps the students to compute and compare interest on accounts in savings and loan association, savings accounts, and government bonds.	Local banker
4. Home financing a. Have students compute problems comparing amount spent on rent for one year versus amount spent on making payments toward home ownership for one year. b. The teacher plans a series of lessons which explain the mortgage system for purchasing property.	Film: "Consumer Protection", Coronet Booklet: "Your Shelter Dollar", Money Management Institute of Household Finance Corporation
5. Consumer protection a. Students make posters, notebooks and scrapbooks showing: U.S. Government seals of approval private seals of approval on goods seals on electrical appliances use of Consumer Research guides before buying b. Class discussion follows the above activity.	National Association of Secondary School Principals, 1201 16th Street, N.W., Washington, D.C. Film: 2116 "Consumer Protection", U.S. Dept. of Labor, Washington, D.C.
D. Marriage adjustments:	

CONCEPTS	BOOKS AND MATERIALS
1. In-laws	
2. Sex	
3. Husband-Wife relationship	Design for Family Living, Anderson
4. Addition to family - infant	
a. Feeding the baby	Display feeding dishes and tools Homemaking for Teenagers, McDermott & Nicholas Book 1

LEARNING EXPERIENCES	TEACHING AIDS AND RESOURCES
1. In-law adjustments: a. Discuss the importance of getting along with in-laws. b. Students list problems that their parents had in adjusting to their in-laws. Discuss these and find solutions to the problems (unsigned). c. List ways a young couple can work out solutions of getting along with future in-laws before they marry. d. Discuss "A couple's first loyalty is to each other."	Filmstrip: "And They Lived Happily Ever After" "Understanding Teenage Marriages", Guidance Association Family Service Agency Minister
2. Sexual adjustments: a. Invite a physician and nurse to discuss methods of family planning. Prepare question box for students to submit questions. b. Discuss the differences of attitudes by the husband and wife toward sex. c. Prepare question box for students to use for discussion of sex attitudes. d. Discuss problems of pregnancy and list responsibilities of both husband and wife to the unborn child.	Physician, nurse Filmstrip: "Having a Baby, the Miracle of Creation", Cathedral Pamphlet: "Be Good to Your Baby Before it is Born", National Foundation for the March of Dimes
3. Husband-wife relationship: a. Discuss the need for good communication. b. Role-play a case study showing a good wife complimenting her husband on something good he has done. Show him love and attention with words and help avoid unpleasant things before he leaves for work. Share his problems. Accept gifts graciously. Avoid correcting or belittling him in public.	Family Service Agency Speaker
4. Discuss problems a couple may face with the arrival of a first child. a. Feeding the baby (1) Demonstrate bottle feeding techniques. (a) Warming the bottle (b) Giving milk and solid foods (c) Giving a drink of water (2) Collect pictures and labels of baby foods. (a) Strained (b) Chopped (c) Cereal (3) Copy and discuss "How to Help a Child Enjoy His Meal". (4) Demonstrate "Sanitation and Care of Bottles" using bottles, nipples, bottle brush, measuring equipment, and sterilizer.	Public Health Nurse Food jars and packages Film: "Food As a Child Sees It" University of Minnesota

CONCEPTS	BOOKS AND MATERIALS
b. Bathing	Teen Guide to Homemaking, Barclay Doll and layette
c. Growth patterns	Baby Book, Better Homes & Gardens
d. Safety	
e. Illness	Living With Your Family, Fleck

LEARNING EXPERIENCES	TEACHING AIDS AND RESOURCES
b. Copy rules : "How to Bathe A Baby" (1) Demonstrate bathing a baby using a life-size doll. Later have trio of students demonstrate: one gives commentary, one performs, and one summarizes important steps. (2) Discuss care of babies' eyes, ears, navel and genital areas. (3) Discuss skin care and measuring water temperature.	Film: "Bathing Your Baby", Johnson & Johnson
c. Growth (1) Read and discuss factors contributing to development of children (a) Imitation (b) Speech (c) Play (d) Social (2) Ask several mothers to bring babies to class and observe various stages of growth of the babies.	Parents and infants
d. Safety (1) Safety for the young child (a) Birth to 6 months (b) 6 to 12 months (c) 1 year (d) 2 years (2) Why babies suffocate. List precautions to prevent such accidents. (a) Ventilation (b) Preparation and location of crib (c) Discarding plastic bags (3) Baby's need for feeling safe and secure, and ways this may be accomplished	
e. Characteristics of a healthy child (1) Pupils describe symptoms of illness they have observed in small children. (a) Discuss ways to recognize the necessity for doctor's attention. (b) Discuss the importance of regular physical checkups for baby. (2) Pupils study and discuss common diseases of infants and the need for innoculation and vaccination. (a) Diphtheria (b) Whooping cough (c) Tetanus (d) Small pox (e) Poliomyelitis (f) Measles	Resource person: Public Health Nurse

CONCEPTS	BOOKS AND MATERIALS
5. The changing family	Threshold to Adult Living, Craig Family Development, Duvall, Lippincott
E. Family health 1. Necessity for professional services	
2. Budgeting for medical expenses	
3. Home care of sick	Living with Your Family, Fleck, Fernandez, Munves

LEARNING EXPERIENCES	TEACHING AIDS AND RESOURCES
5. The changing family a. Prepare a chart on the different stages in the family cycle. b. Have students identify where they are in their parent's family cycle. c. Discuss the problems and joys occurring at each stage. d. Discuss how a couple needs to plan ahead for the various stages in the family life cycle.	Demonstration chart
E. Family health	
1. Necessity for professional services a. Have nurse discuss need for premarital examination and inform students on standard procedures. b. Review importance of pre-natal care to the mother and child. c. Discuss birth defects that might be corrected or prevented when a doctor is in charge. d. Have speaker inform the class where a narcotic and/or alcoholic can go for professional services and what is involved in treatment. e. Discuss why persons smoke and the cost and possible harm brought on by cigarettes.	Pamphlet: "Be Good to Your Baby Before It Is Born", National Foundation for the March of Dimes Obstetrician Speaker
2. Budgeting for medical expenses a. Students make charts estimating an appropriate amount of the family budget that should be set aside for health care. b. The teacher and the students compare various fees for dental care c. Prepare chart on types of health insurance.	Filmstrip: "I Never Looked at It That Way Before", Household Finance Corporation Filmstrip: "Your Health and Recreation Dollar" Household Finance Corporation
3. Home care of sick a. Invite school nurse to demonstrate and discuss: (1) Reading and proper care of clinical thermometer (2) Taking the pulse properly (3) Recognizing simple illnesses b. Have students practice taking temperatures and pulses of each other. c. Teacher has students list and evaluate commercial products recommended for simple ailments. d. Teacher and students discuss the importance of following the doctor's orders precisely in administering prescribed medicine. Teacher stresses the fact that no one other than the patient for whom it was ordered should use a prescription medicine. e. Students should check younger brothers and sisters to see if they have been given the "shots" or vaccinations recommended as preventive measures. Teacher and group discuss the importance of having pre-school children vaccinated.	School nurse Television Filmstrip: "Patients' Bed", McGraw-Hill

FOODS AND NUTRITION - GRADE 10

CONCEPTS	BOOKS AND MATERIALS
I. Food Elements A. Nutrients	<u>Mealtime</u>, Bess V. Oerke
B. Individual needs	Basic Four Food charts
C. Eating patterns	
II. Food and Energy A. Activities of pupils as related to food	<u>Exploring Home and Family Living</u>, Fleck
B. Food and growth	<u>Growing and Changing</u>, Bauer-Jenkins
C. Food and good looks 1. Weight 2. Skin, hair, and nails	<u>Etiquette for Young Moderns</u>, Gay Head
II. Basic 4 Food Groups	Transparencies: "Good Health Begins with Good Nutrition" Cereal Institute, Inc., 135 So. La Salle, Chicago, Illinois 60603

LEARNING EXPERIENCES	TEACHING AIDS AND RESOURCES
I. Food Elements A. Read and discuss: 1. The three necessities of life 2. The five main classes of nutrients 3. Review food essentials. B. Read and discuss: 1. Recommended daily dietary allowances 2. Food values in common portions C. Review factors that influence one's eating habits. 1. Make comparisons within the family. 2. Make comparisons of influence outside of family. II. Food and Energy A. Have pupils weigh and measure height. 1. Discuss activities engaged in during the day. 2. Read and discuss how much food high school boys and girls need in order to be healthy. 3. Review and discuss individual caloric intake. 4. Keep a record for one week of caloric intake. B. Collect and study pictures showing the effect of food on growth. C. Review lessons from grade 9: 1. Overweight and daily exercises 2. Make a chart showing foods which help improve the appearance of skin, hair, and nails. III. Review Basic 4 Food Groups	Display of foods representing the nutrients Display of serving portions of food showing calorie content of each Film: "Foreign Cookery" Arkansas Louisiana Gas Co.

CONCEPTS	BOOKS AND MATERIALS
IV. Malnutrition V. Consumer Education A. Budgeting for food B. Shopping VI. Laboratory Equipment A. Appliances - Large B. Small equipment VII. Safety VIII. Cleanliness IX. Laboratory Procedures X. Cookery Terms XI. Measurements A. Measuring equipment	Growing and Changing, Bauer-Jenkins Meal Planning Booklet, Wheat Flour Cereal Institute

LEARNING EXPERIENCES	TEACHING AIDS AND RESOURCES
IV. Read and discuss what causes malnutrition.	
V. Consumer Education	
A. Budgeting: Develop a budget based on a specific amount of money; suggest amount of money that should be spent on food for several families of different circumstances.	
B. Compare prices between cash-and-carry stores and neighborhood stores. List ways to cut food costs without cutting nutritive value. Food shoppers quiz.	Local newspapers TV Food commercials
VI. Review from Grade 9:	
A. Identification, use and care of appliances	
B. Identification and use of tools in food preparation	
VII. Review from Grade 9: Safety in the kitchen	
VIII. Review the importance of cleanliness in relationship to food and health.	Science teacher: Talk on "Germs and Communicable Diseases".
IX. Sharing a laboratory	
A. Select groups and work areas in the kitchen.	
B. Study diagram of work areas and equipment.	
C. Location	
D. Make plans for rotating duties.	
E. Review dishwashing and cleaning procedures.	
X. Review cookery terms; add new ones.	
XI. Explanations and demonstrations on measuring techniques.	
A. Compare and contrast types of standardized measuring cups:	
1. Liquid 2. Dry	

CONCEPTS	BOOKS AND MATERIALS
B. Proper methods for measuring ingredients	
XII. Table Manners	Etiquette for Young Moderns, Gay Head
XIII. Laboratory Experiences	Are You in the Know?, Scholastic Magazine Co., Recipe files
XIV. Special Occasion Foods A. Party Plans	How You Plan and Prepare Meals, Carson, Ramee Adventuring in Home Living, Hatcher, Andrews, Book I.

LEARNING EXPERIENCES	TEACHING AIDS AND RESOURCES

B. Practice measuring properly:

1. Liquid
2. Dry
3. Solid

XII. Read, Discuss, and Demonstrate Table Manners

XIII. Recipes

A. Copy recipe for pupils on chalkboard, and transparencies.

B. Pupils copy recipes on file cards and insert into individual file boxes.

C. Experiences

1. Banana Pudding
2. Popovers
3. Layer Cake
4. Little Pizzas
5. Molded Fruit Salad
6. Pound Cake (cake mix)

D. Evaluate each laboratory lesson.

XIV. Special Occasions

A. Read and discuss "How to Plan a Party".

1. What to do before the party
2. Refreshments for special occasion
3. Decorations and favors
4. Copy the chart of calendar parties
5. Deciding on guest list
   a. Invitations
   b. Proper dress

Little Pizzas

1 can biscuits	1/2 cup grated cheese
2 Tablespoons cooking oil	1/4 cup nippy cheese cut in small cubes
1/2 cup chopped salami	
#2 can tomatoes	1/2 medium onion, grated

Heat oven 450°. Pat each biscuit out paper thin 4 1/2 inches across on two baking sheets. Brush tops of dough with cooking oil. Arrange rest of ingredients in order listed on each round to within 1/4 inch of edge. Bake one sheet at a time 10 to 12 minutes, makes 10.

FOODS AND NUTRITION - GRADE 10

CONCEPTS	BOOKS AND MATERIALS
B. Having a party C. Evaluation	Adventuring In Home Living, Hatcher, Andrews

LEARNING EXPERIENCES	TEACHING AIDS AND RESOURCES
6. Duties of host, hostess, and guest. 7. Entertainment 8. Cleaning up 9. Evaluating the party B. Have a class party, using plans; invite guests. C. Evaluate the party - (in reference to original plans).	

HOUSING - GRADE 10

CONCEPTS	BOOKS AND MATERIALS
I. Housing Needs of Family Members A. Location B. Size	Exploring Home and Family Living, Fleck Bulletin board: "Factors Affecting the Location of a Home"
II. Well Kept Homes III. Room Arrangement	Flash cards and flip charts, teacher-made, showing steps in arrangement of present furnishings
IV. Livability A. Things we can do to make for livability B. Care of cleaning equipment C. Choosing cleaning supplies D. Care of household fabrics	Adventuring in Family Living, Hatcher & Andrews Enjoying Family Living. Aleene A. Cross Living with Your Family, Fleck, Fernandez, Munves Flash cards: Pictures and words to be used

LEARNING EXPERIENCES	TEACHING AIDS AND RESOURCES
I. Discuss: Is Your Home A. Centrally located 1. Near the church you attend 2. Near the school 3. Near the shopping center 4. Near a fire station B. Read and discuss the size in relation to family members.	Display pictures of desirable homes and their location
II. Read and Discuss Your Responsibilities in Making Your Home Clean and Attractive.	Cartoons
III. Discuss What You Do in Arranging Your Room for Study and Hobbies Using Present Furniture. Invite homemakers who have recently built homes and rented apartments to discuss problems they encountered and procedures they used to solve these problems.	Resource person who recently built a home or rented an apartment Magazines: "Better Homes and Garden" "Women's Day" "Family Circle" "House Beautiful"
IV. List Activities that will Make our Homes More Livable. A. Plan and carry out a home project to increase livability of your home. Suggested projects: Pegboard and shelves Suspension rods in closets Multi-purpose hangers Improvised study area in corner Make a desk from a heavy plank, suspend it from the wall with chains. Use the back of a door for book shelves.	Resource person: Agricultural Extension Service Specialist
B. Discuss and demonstrate how to care for cleaning equipment. Pupils demonstrate-teacher direct.	Resource person: Salesman from department store to demonstrate how to care for vacuum cleaners and other labor saving devices
C. Discuss cleaning, polishing, and waxing agents to determine what best suits individual needs.	Display cleaning agents
D. Discuss the care of fabrics. List cleaning agents best suited for each kind of fabric. Demonstration on fabric care.	Labels on irons, from detergents, from starches Home Economist from Arkansas-Louisiana Gas Co. "Magic Suitcase"

TEXTILES AND CLOTHING - GRADE 10

BASIC CONCEPTS	BOOKS AND MATERIALS
I. Good Grooming A. Facial Care B. Clothing care	Homemaking for Teenagers, McDermott & Nichols Teen Guide to Homemaking, Barclay & Champion Young Living, Clayton Steps in Home Living, Reiff Exploring Home and Family Living, Fleck, Fernandez, and Munves Magazines Newspapers Catalogs Bulletin board: "The Complete and Correct Outfit"

LEARNING EXPERIENCES	TEACHING AIDS AND RESOURCES
I. Good Grooming A. Complexion care 1. Demonstrate correct way of washing one's face. 2. Students cut out pictures of basic four foods that aid good complexion. Place the pictures in the proper place on a circle divided into four parts. Check each area for each serving for 2 days. 3. Students cut out pictures of foods that often causes complexion problems. 4. Discuss necessary hours of sleep required by most people for proper body functioning. B. Clothing care 1. Students demonstrate the proper way to care for white, colored, and patent leather shoes. 2. Students cut out pictures from magazines and catalogs of shoes, various sports outfits, evening clothes. Match suitable shoes with the clothes. Discuss results. 3. Teacher demonstrates how to turn a frayed collar. 4. Students bring to school a man's (boy's) shirt that needs repair. Check for buttons, tears that could be mended with iron-on tape and each student turns a frayed collar. 5. Teacher demonstrates correct way to starch a shirt and how to sprinkle a shirt for ironing. 6. Student launder, starch, sprinkle, and iron a shirt 7. Discuss the use of a clothes dryer for wash and wear garments. 8. Teacher displays hang tags and distributes several to each student. Group of students demonstrates directions from hang tags. 9. Students prepare a small box to keep hang tags. 10. Show examples of garments creased because of improper hanging. 11. Display space-saving skirt, trouser and blouse hangers as well as garment bags of various kinds, over-the-door hanger rods, shoe racks, garment clips and snaps, and clothespins. 12. Divide class members into groups to make a miniature closet out of a cardboard box. Show proper arrangement. 13. Class members divide into groups to make a drawer out of a box to be divided for personal possessions. 14. Teacher demonstrates the proper way to store cotton fabrics and wool fabrics for a period of time.	Film: "A More Attractive You" Modern Talking Pictures "Good Looks", Armour Company, Association Film Chart "I Have a Secret", Campana Filmstrips: "Teen-Aged? Have Acne?", Winthrop Laboratories "Teen-Age Complexion Digest", DuBarry Display shoe shine kit Display various starches Display hang tags Display of storage equipment Display of moth crystals and bags

TEXTILES AND CLOTHING - GRADE 10

CONCEPTS	BOOKS AND MATERIALS
II. Clothing Selection A. Shopping	
B. Color choices	
C. Design in clothing	

LEARNING EXPERIENCES	TEACHING AIDS AND RESOURCES
II. Clothing Selection	
A. Discuss shopping practices.	
1. Students rate themselves as shoppers for own clothing. 2. Make a list of good points students use in shopping. 3. Discuss some ways to improve shopping habits. 4. Each student makes a master list of the clothing she owns. Study the list and decide which things go together. 5. As you list your clothing, examine each garment carefully. Remove the outgrown garments and those that cannot be repaired. 6. Discuss the value of removing and saving buttons, fasteners, and trim from discarded clothing. 7. Learn to make wise choices by looking at pictures of clothing in a catalog. 8. Apply previous learnings on line, color, and design in all the above discussion and activities. 9. Choose pictures of two garments that could extend your wardrobe. Cut out and mount in notebook. 10. From your clothing inventory activity, learn to extend your wardrobe by combining blouses with different skirts, shorts, and slacks. Bring to class one outfit that is a "new combination" from clothing on hand.	Catalogs from mail order stores Mimeograph check sheet for clothing inventory Wall Chart by McCall, "Wardrobe Planning Guide" Filmstrips: "Make Sense with Your Clothing Dollar", Household Finance "How to Select Fashion for Your Figure, Type and Personality", Wendy Ward "Five Magic Mirrors", Mix and Match Section Money Management Booklets "Your Clothing Dollar" "Your Shopping Dollar"
B. Discuss choice of color for the individual.	
1. Review previous learnings on color. 2. Discuss appropriate colors for various color types and have each girl select ehe colors best for her.	Color wheel Filmstrip: "Color as You See it", J. C. Penney Company Wall Chart by McCall, "Line Wise is Design Wise"
C. Consider effects of design on appearance.	
1. Select students to be examples. Let them hold up fabric lenghts to represent garments. Use plaid, small check, stripes, (horizontal and vertical), solid, large and small floral designs. 2. After the demonstration, have each girl select the fabrics best for her. Small swatches are mounted on paper and put in folder. 3. Make simple stick drawings to learn basic lines best for various figure types. Add these to notebook.	Fabric lengths of bold plaid, small check, stripes (horizontal and vertical), solid, large and small floral designs Small swatches of same fabric used in lengths

TEXTILES AND CLOTHING - GRADE 10

CONCEPTS	BOOKS AND MATERIALS
III. Sewing Equipment A. Individual B. Departmental IV. Pattern Study	

LEARNING EXPERIENCES	TEACHING AIDS AND RESOURCES
III. Sewing Equipment	Small equipment display
A. Individual	
1. List and discuss various kinds of sewing equipment. 2. Review previous kinds of sewing equipment as to marking, care and use.	
B. Departmental	Stitching samples
1. Discuss common problems of machine sewing, including loose tension, needle in backward, improper threading. 2. In pairs, thread the machine and stitch a sample seam using the seam guide. Discuss the necessity for sharing equipment. 3. Review all previous learnings on use and care of the iron. Press sample made and mount for notebook.	Lesson sheet: "Press as You Sew", John Dritz Co.
IV. Pattern study	
A. Review all previous activities and learnings on pattern study.	
B. Question Box Test on pattern terms	Question Box, teacher-made
C. Pre-test on pattern study. Trace from the "Know Your Pattern" blank an outline of a pattern piece.	Study sheet: "Know Your Pattern", Simplicity
D. Draw in and list as many pattern markings as you can remember.	
E. One student may draw a pattern piece on the board and help fill in by verbal participation. Check by key. Correct individual papers for own reference.	
F. Review practices determining correct amount of materials needed for various views in half-scale demonstration pattern, and class set of pattern envelopes.	Pattern envelopes
G. Study list of notions on envelope back and identify each by sample.	Display of notions

TEXTILES AND CLOTHING - GRADE 10

CONCEPTS	BOOKS AND MATERIALS
V. Construction	
A. Construction techniques	Bulletin Board: Samples of all previous learnings in techniques Samples of steps in zipper application Samples of steps in making darts
B. Construction projects	

LEARNING EXPERIENCES	TEACHING AIDS AND RESOURCES
V. Construction A. Construction techniques 1. Review all learnings on preparation of fabric for cutting. 2. Student demonstrates correct pinning and cutting of a half-scale pattern. 3. Demonstrate zipper application by steps. As each step is completed, put on bulletin board and label steps. 4. Follow closely the pictures of each step in Talon folder. attach pictures and directions to each sample on board. 5. Practice tracing techniques of darts on sample pieces, pin,baste, stitch and press. 6. Mount on paper and write simple directions. Have this checked before putting darts in garment. 7. Practice stitching curved seam for shaped facings. 8. "Clean finish" a curved area as for a facing.	Talon Teacher Reference on zippers and thread
B. Construction projects 1. A-line skirt with grosgrain ribbon facing 2. Straight shift with zipper closing	Pattern books: Simplicity, McCalls

10th Grade Home Economics
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17. McDermott & Nichalas, Homemaking for Teenagers, Peoria, Illinois, Bennett Co., 1966.

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19. Reiff, Florence M., Steps in Home Living, Peoria, Illinois, Bennett Co., 1960.

SOCIAL STUDIES

BASIC SKILLS	BOOKS AND MATERIALS
I. To Develop an Understanding of the Background of American Democracy A. Reasons for America's settlement 1. Freedom of religion 2. Desire to establish homes and self-government 3. Adventurers seeking gold and wealth B. Colonists' dissatisfaction with England 1. Unhappy with taxes and no representation in English government 2. Trade restricted to Mother Country 3. The British could station troops in the Colonists' homes 4. Rebellion of Colonists 5. The results of the American Revolution 6. The great American leaders C. Declaration of Independence, 1776 1. Thomas Jefferson author of the Declaration of Independence 2. Content of 3. Date signed, July 4, 1776 D. Why there was a need for a stronger government 1. Colonists could not protect themselves. 2. Colonists could not enforce laws. 3. Colonists could not collect taxes. 4. No uniform money 5. Larger colonies were overpowering small colonies II. Develop an Understanding of Government of United States A. Constitution 1. A written plan to self-govern United States 2. The Constitution provides for growth and change	Vinton, Iris, Our Nation's Builders, Columbus, Ohio, Charles E. Merrill Co., 1968 Fraser, Yeager, Magenis, et. al., The Adventure of America, New York, American Book Company Fraser, Yeager, Magenis, et. al., Under Freedom's Banner, New York, American Book Company McGuire, Edna, The Story of American Freedom, New York, Macmillan, 1964 Devereaux, Vanza, Building Our Democracy, San Francisco, Harr - Wagner Publishing Co., 1961 Corcoran, Eileen L., Rights and Duties of Citizens, Book 1, Phoenix, N.Y., Frank E. Richards, 1964 Economic Education for Washington Schools, Kindergarten through 3rd grade

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
I. To Develop an Understanding of the Background of American Democracy	
A. Briefly present a short history of the Spanish, French, Dutch, and English explorers and settlers.	Films: Little Rock Public Schools 447 "Jamestown Colony (1607-1620)" 359 "The Pilgrim" 373 "Puritan Family of Early New England" 478 "Williamsbury - Early Industrial Life" 357 "Capt. John Smith" 394 "Declaration of Independence by the Colonies"
B. Present a situation such as the pioneers would experience. Let the students find the many different services one family would have to perform. Example: guarding their property, acting as firemen, providing food, clothing, self-education, etc.	Film: State Department of Education 278 "George Washington"
C. Outline the main ideas of the Declaration of Independence.	5547 "The Signing of Declaration of Independence" 1133 "Our Living Constitution"
D. Outline the needs for strong democratic Federal government.	
II. Develop an Understanding of Government of United States	
A. Discuss the vocabulary in the Constitution and make appropriate application to current situations.	Films: Little Rock Public Schools 391 "Constitution of U.S." 104 "Meet Your Federal Government"

AMERICAN GOVERNMENT - GRADE 11

BASIC SKILLS	BOOKS AND MATERIALS
B. Legislative branch of government - Congress 1. Senators 2. Representatives C. Executive branch of government 1. President 2. Vice-president 3. President's Cabinet D. Judicial branch 1. Supreme Court 2. Other Federal courts E. Government employees 1. Appointed 2. Elected 3. Qualified by examination and appointment III. Develop an Understanding of How Our Federal Government is Financed A. Individual income tax B. Customs on imported goods C. Corporation tax D. Excise tax 1. Cigarettes, liquor 2. Drugs and cosmetics 3. Jewelry - recreational tickets IV. Develop the Importance of Government Expenditures	Richards, Marvin, Isley Bliss, and Richards, John We The People, Chicago, Benefic Press, 1964

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
B. Discuss and make a chart of requirements, term of office and duties of Senators and Representatives.	
C. List the method of election, salary, and duties of the President and the Vice-president. List all Cabinet members giving duties and salaries.	
D. Make an outline of the Supreme Court, its functions, how appointed and for how long a term.	
E. Find names of government employee that may be appointed, elected and those who qualify by Civil Service examinations.	
III. Make posters displaying how the Federal government is financed. Have a government official talk to the class on "Our Government's Finances".	Government official
IV. Develop the Importance of Government Expenditures	

BASIC SKILLS	BOOKS AND MATERIALS

A. Expenses of the departments

B. Military expenses

C. Public works

D. Social Security

E. National Parks and Forests

F. Care of government property

G. Research grants - health, education and welfare

V. Acquiring Knowledge of State Government

A. Executive Department

1. Governor
   a. Qualification of governor
   b. Election of governor
   c. Length of term of governor
   d. Salary
   e. Duties of the governor
2. Other elective state officials
   a. Secretary of state
   b. State treasurer
   c. State auditor
   d. Land commissioner
   e. Attorney General
   f. Lt. Governor

B. State legislative department

1. Organization in Arkansas legislature
   a. Committees
   b. Legislative council
   c. Governor's address to joint meeting

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
A. Newspaper reports on Federal expenses B. Have recruiting officers from all departments of military to discuss their needs and expenses. C. Arrange a class trip to the office of public works. D. Acquaint the students with some of the benefits of Social Security. E. Make a notebook on National Parks and Forests. F. List the parks in Arkansas. Discuss how you act in a park and how you care for your camping site. G. Discuss some of the services welfare offers: better child care, aid to dependent children,food stamps.	
V. Acquiring Knowledge of State Government	
A. List the qualifications, term of office, salary and duties of each state officer. During election years make a collection of pictures of candidates for state offices and their promises. Have a picture display of territorial house, old & present capitol and the Governor's mansion.	Pamphlets form State Capitol Newspaper Election Ballot
B. On an outline map of Arkansas locate the Senatorial districts. Name the senators from your district, their qualifications, term of office, salary and duties. Find pictures of your senators and representatives.	Constitution of Arkansas Films: State Department of Education 5756 "State Legislatures" 5518 "Legislative Processes 325 "Why We Respect the Laws"

BASIC SKILLS	BOOKS AND MATERIALS
2. Senate a. Number of members b. Qualifications of members c. Presiding officers d. Length of term e. Salary 3. House of Representatives a. Number of members b. Qualifications of members c. Presiding officer d. Length of term e. Salary C. State Judiciary 1. State Supreme Court a. Jurisdiction of court b. Chief Justice c. Associate justices d. How members are chosen e. Duties f. Length of term g. Salary h. Meeting - time, place, duration, etc. 2. Lower state courts VI. Developing an Understanding of Local Government A. Types of city governments 1. Mayor 2. City Manager B. Problems of the city governments 1. Protection (fire, police) 2. Education 3. Financing (taxes, bonds, special assessments) 4. Recreation	"Little Rock Publaski County" (Pamphlet) League of Women Voters, Little Rock, Ark.

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
Name your representatives, their qualifications, term of office, salary, and duties. Trace the steps in the passage of a bill until it becomes a law. Visit the State Capitol while the legislature is in session.	The "Innocent" Offender (Pamphlet) A young citizen's guide by Judge Jerome M. Lansky Bulletin Boards Daily newspapers Radio & TV
C. Name and find pictures of Arkansas State Supreme Court members. Visit the Supreme Court. Find articles in Arkansas daily newspaper of the meetings and work proceedings of the State Supreme Court.	Constitution of Arkansas Daily newspapers Bulletin Board Local Election Ballot
VI. Developing an Understanding of Local Government A. Give examples of different forms of city government. Know the kind of government for your city. Know the city officials and duties of each. Have bulletin board of city workers. Visit the City Hall and/or Municipal Court. Collect pictures illustrating some unofficial duties of our City Manager. Cut clippings from papers which tell about any city department.	

BASIC SKILLS	BOOKS AND MATERIALS
VII. Developing an Understanding of Our Government's Services	"Building Our Government" Devereaux
A. Services of the fire department	
B. Services of the police department	"How to Pass the Driver's Test", Bright & Harris, (Adapted from Florida Patrol Handbook)
C. Health services	
D. Provides education	
E. Services for handicapped	
F. Helping the unemployed	
G. Conserving our natural resources	

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
VII. Developing an Understanding of Our Government's Services A. For one week, give report on fires in Little Rock. B. List reasons why teen-agers commit crimes (violate laws). Make a visit to traffic court. Make a visit to Juvenille Home (Roosevelt Road). From newspapers collect clippings of traffic violations for a definite period of time. C. Name the state hospitals and describe types of patients served. D. List the ways by which the schools can help you train for a future job. E. Relate your experience with either a blind or deaf person. F. Visit the State Employment office. G. Make a bulletin board of the state parks and recreational areas in the state.	Filmstrips: Little Rock Public Schools 408e "Local Government" 147h "Local Government Films from Police Dept., Traffic Division, Police Bldg., Little Rock, also Speaker on Traffic violations Films from State Highway Dept. Roosevelt Rd. Pamphlets from State Capitol (State Dept. of Education) U.S. Gov't. Pamplets

BASIC SKILLS	BOOKS AND MATERIALS
I. To Develop the Necessary Knowledge and Skills to Go to Work A. Selecting a job or work area	Turner, Richard, The Turner Career Guidance Series, Follett Publishing Co., Chicago, Illinois Wanting A Job Training For A Job Starting A Job
B. Acquire information about requirements for the job.	
C. Skills needed to find or get a job	

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
VII. Developing an Understanding of Our Government's Services A. For one week, give report on fires in Little Rock. B. List reasons why teen-agers commit crimes (violate laws). Make a visit to traffic court. Make a visit to Juvenille Home (Roosevelt Road). From newspapers collect clippings of traffic violations for a definite period of time. C. Name the state hospitals and describe types of patients served. D. List the ways by which the schools can help you train for a future job. E. Relate your experience with either a blind or deaf person. F. Visit the State Employment office. G. Make a bulletin board of the state parks and recreational areas in the state.	Filmstrips: Little Rock Public Schools 408e "Local Government" 147h "Local Government Films from Police Dept., Traffic Division, Police Bldg., Little Rock, also Speaker on Traffic violations Films from State Highway Dept. Roosevelt Rd. Pamphlets from State Capitol (State Dept. of Education) U.S. Gov't. Pamplets

SOCIAL STUDIES - GRADE 11

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B. Acquire information about requirements for the job.	
C. Skills needed to find or get a job	

SOCIAL STUDIES - GRADE 11

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
I. Develop the Necessary Knowledge and Skills to go to Work A. Discuss the selection of a job or work area. 1. Depending on previous work experience and/or vocational training, Teacher-Coordinator should make every attempt to counsel student toward realistic work goals. a. Classroom activities and discussions about types of jobs desired b. Strive for realistic goals. 2. Use a resource person from Vocational Rehabilitation Service to talk to class. 3. Use newspapers as a source of jobs available. 4. Review applications and procedures for the correct completion of applications. a. Stress importance of references and educational information. b. Be sure students have necessary forms and papers for interview.	Newspapers Resource person from Vocational Rehabilitation Job Application Skill Test Special Services Supply Company Box 705 Huntington, N. Y. 12703 Resource Person: A personnel director from a local concern Sources of Jobs for the Retarded or Handicapped: 1. Local and state newspapers 2. Local office of the Employment Security Division 3. Local office of the Vocational Rehabilitation Services. (All Special Education students are elegible for services from this agency.) 4. Some apprentice programs from local unions 5. Personal contact 6. Guidance counselor Films: State Department of Education 966 "You and Your Work" 1190 "Your Earning Power"
B. Requirements for job 1. Social Security card 2. Birth certificate 3. Work permit 4. Health card 5. Union membership 6. Uniforms 7. Tools 8. Drivers license 9. Special training	
C. Finding or getting the job 1. Discuss the interview and what is needed (Resource: Personnel Director).	Finding Your Job, Finney Co., Minneapolis, Minn. (An occupational Description Kit)

SOCIAL STUDIES - GRADE 11

BASIC SKILLS	BOOKS AND MATERIALS
D. Extend knowledge of benefits from job	

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
2. What part does personal appearance play in interview? 3. Have a "role playing" experience with different persons switching roles. Dramatize interview technique. 4. Discuss role playing during interview; evaluate person being interviewed, etc. 5. Discuss: what are the most important things that favorably impress future employers.	Films: State Department of Education Americans At Work Series 5790 "Air Conditioners" 5791 "Aluminum" 5661 "Auto Workers" 5662 "Book Binders" 5792 "Bricklayers" 5563 "Building Service" 5564 "Building Trades" 5665 "Electrical Workers" 5666 "Farm Implement Workers" 5667 "Machinists" 5794 "Motor Boats" 5795 "Movie Operators" 5796 "Operating Engineers" 5668 "Papermaker" 5669 "Plumber" 5670 "Potter" 5671 "Press (Printing)" 5797 "Printers" 5672 "Retail Clerks" 5798 "Rifle Makers" 5799 "Steel" 5800 "Stock Exchange" 5673 "Structural Iron" 5801 "Utility" 5674 "Woodcutters"
D. Benefits from job 1. Pay a. Wage b. Salary 2. Good hours 3. Steady work 4. Work is geared to ability 5. Other workers are nice 6. Chance for Advancement 7. Other fringe benefits a. Insurance b. Retirement c. Vacation d. Bonus	

FUNCTIONAL ENGLISH

ENGLISH - GRADE 11

BASIC SKILLS	BOOKS AND MATERIALS
I. Learning to Speak A. Using oral communication in social situations 1. Parliamentary procedure a. Organizing a club (1) Call a meeting (2) Elect a temporary chairman and secretary (3) Chairman appoints committee to write constitution b. Order of a meeting (1) Call to order by president (2) Roll call and reading of minutes of last meeting by secretary (3) Old business: reports of committees appointed earlier (4) New business: motions to consider appointments (5) Adjournment c. Points of procedure for all club meetings (1) Must rise to address the chair and must be recognized by presiding officer before speaking (2) Address the presiding officer as "Mr. Chairman", "Mr. President", "Madame Chairman", or "Madame President" (3) Motion must be seconded before it can be discussed (4) Part of a motion can be changed by amending the motion (5) The chairman does not vote unless there is a tie vote 2. Conversation - Manners a. Rules for making introductions (1) Always present: (a) A man to a woman (b) A younger person to an older person (c) A boy to a girl (2) A boy rises when: (a) He is introduced to anyone (b) A girl, woman, or older man comes into the room (c) When friends stop at the table where he is sitting in a hotel or restaurant (3) A girl rises when: (a) Usually when she is introduced to another girl (b) As hostess she greets a guest (c) She is introduced to a woman or to an older man (d) A woman or a much older man comes into the room	Robert's Rules of Order

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
I. Learning to Speak 1. Guide class in a discussion of why rules are important. Emphasize the necessity for rules in conducting meetings. List on the board different occasions where you would expect to find parliamentary procedure being followed (union meetings, social clubs, school clubs,etc.) Conduct a mock club meeting. Practice making nominations and motions. Emphasize necessity of being recognized before speaking.	Films: State Department of Education 1191 "Parliamentary Procedure" 1178 "Parliamentary Procedure in Action" 1155 "Speech: Conducting a Meeting" 1289 "Speech: Group Discussion" 1045 "Discussion in a Democracy" 5389 "Discussion Techniques" 5437 "How to Conduct a Discussion" 1269 "Getting the Facts" 1244 "Learn to Argue Effectively" 241 "Role-Playing in Human Relations"
2. Use role-playing to illustrate how to make introductions. Use party and school field trips to demonstrate how introductions are made.	

ENGLISH - GRADE 11

BASIC SKILLS	BOOKS AND MATERIALS
b. How to get a conversation started c. Guides for taking part in conversation (1) Talk about topics of interest to all in group (2) Don't be unkind and make catty remarks (3) Avoid bragging (4) Keep your voice down (5) Listen attentively to others (6) Don't interrupt another person (7) Don't argue or lose your temper (8) Talk with all your classmates	
B. Using oral communication in pre-vocational preparation 1. Setting realistic goals--inventory of self a. What can I do? b. What do I want to do? c. Physical and mental limitations 2. Employment agencies a. Private b. Public 3. Personnel office 4. Interview a. Appearance b. Attitude c. Manner d. Personal data sheet e. Application f. Necessary cards (1) Social Security (2) Health (3) Birth Certificate (4) Driver's license 5. On the job rules a. Absences and tardiness b. Punctuality c. Appearance--proper clothing	Turner, Richard, The Turner Career Guidance Series, Chicago, Follett, 1967 Henney, R. Lee, System for Success, Chicago Follett, 1964

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
c. List rules for holding a good conversation. Dramatize conversations in which rules are followed and ignored. Tape a classroom discussion. Let class analyze playback.	Tape recorder
B. Using oral communication in pre-vocational preparation	Films: State Department of Education 967 "Choosing Your Occupation" 968 "Finding the Right Job" 6 "Finding Your Life Work" 110 "Aptitudes and Occupations"
1. Have each student make an inventory sheet about himself: what type of work he would like to do, training, capabilities, etc. Analyze each of these.	
2. Using newspaper ads, find names of private employment agencies and jobs offered. Bring copies of contracts that must be signed at private agencies. Point out addresses. Discuss advantages and disadvantages of both types of agencies. Find address of State Employment Agency. Practice filling out application blanks.	Field trip to an employment agency
3. Discussion of what "personnel" means; what the office does.	Have an employer speak to class on what he looks for in an employee; reasons people are fired.
4. Role playing - act out interviews and let class criticize. Emphasize details in appearance, manner, etc.	Application blanks Newspapers Contracts Time Sheets
5. Discussion: Role playing of employer--employee. Show transparencies of "Unemployed Uglies" to demonstrate situations on jobs. Have class analyze the situations. Let them write sentences or paragraphs explaining the cartoons. Reinforcement of proper writing methods.	Howard, Richard D., Unemployed Uglies, Phoenix, New York, Frank E. Richards, Publisher

BASIC SKILLS	BOOKS AND MATERIALS
d. Cooperation with fellow workers and boss e. Time records f. Lunch hour g. Employee benefits h. Workmen's compensation i. Personal matters j. Obeying safety signs and regulations 6. Your pay a. Deductions (1) Income tax (2) State income tax (3) Social Security (4) Insurance (5) Pension plan (6) Union dues b. How you are paid c. Amount of pay 7. Functional occupational vocabulary II. Learning to Write A. Review of mechanics of writing clearly and correctly 1. Rules for: a. Choosing suitable paper and ink b. Placing material correctly and attractively on paper (1) Title (2) Margins (3) Student's name and date (4) Indentions (5) Dividing words at end of line (6) Numbering pages c. Correction of errors 2. How to make written work clear and easy to understand a. Make an outline of ideas and facts to write about b. Write according to ideas c. Add interest to ideas by: (1) Beginning sentences in different ways (2) Use different kinds of sentences (3) Choosing words and phrases: (a) That say just what you mean (b) That are colorful, exciting, amusing	Wool, John D., Useful Arithmetic, Phoenix, New York, Frank E. Richards, 1965

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
(2) Practice filling out withholding forms. (3) Practice filling out blanks for Social Security card.	Federal withholding tax forms State withholding tax forms Application blank for a Social Security card
c. Set up mathematics problems involving computation of pay, deductions, etc.	
7. Have class make flash cards of vocabulary list. Use these in drills and games.	
II. Learning to Write	
1.	
a-c. Have large demonstration charts to illustrate proper placement on the paper.	
2. Have the students start on short simple outlines and emphasize clearness and conciseness.	
(3) Start students on written work where they substitute a new word for an underlined word. Strive for a larger vocabulary.	

BASIC SKILLS	BOOKS AND MATERIALS
B. Using written communication for social purposes	Dawson, Mildred, Miller, Jennie, Zollinger, Marion, Language for Daily Use, Book 5 Yonkers, N. Y., World Book Company
1. Personal and friendly letters	Turner, Richard, The Letters You Write, Chicago, Follett, 1966
2. Notes	
3. Stamps	
4. Telegrams	
5. Zip codes	
6. Change of address	
7. Ordering by mail	
8. Addressing envelopes	
9. Post cards	
10. Ways of mailing letters	
C. Using written communication for vocational purposes	Chapman, Byron and Shulz, Louis, The Mott Basic Language Skills Programs 600 A & B, Balien, Mich., Allied Education Council, 1967
1. Letters of application	Dawson, Mildred and Miller, Jennie Language for Daily Use Workbook, Book 5 Yonkers, N. Y., World Book Company
2. Business letters	Eichler, G. A., Pursel, Emma, and Snyder, Emma, The New Continental Practice Exercises in English #4, Elizabethtown, Pa., The Continental Press, 1963
D. Grammatical Skills	Henney, R. Lee, System for Success, Chicago Follett (Educational Opportunities Project) 1964
1. Putting words together correctly to make sense	
a. Using nouns correctly (1) Common nouns (2) Proper nouns	
b. Using pronouns for making sentences interesting (1) Singular (2) Plural (3) Possessive	

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
B. Using written communication for social purposes	
1. Stress difference in business and personal letter - formal and informal.	"Letter Writing," Continental Press, Inc., Elizabethtown, Pa.
2. Have class write a note to a friend.	
4. Have class make up and send a telegram to a public official, perhaps congratulating on election.	
5. Emphasize necessity for zip codes. Find out the zip code for each student.	Change of address forms from the post office
6. Practice filling out change of address forms. Places you need to inform if you have a change of address: a. Stores where charge account is held b. Bank c. Friends and relatives d. Magazines and newspapers subscribed to	Resource speaker from the post office
7. Practice in filling out order forms.	
8. Practice in addressing envelopes correctly, legibly.	
9. Have each student write a post card to a friend or relative.	
10. Understanding of the different ways to mail a letter	
C. Using written communication for vocational purposes	
1. What a letter of application should contain: a. What job applying for b. Information about the person c. Work experience and reason for leaving last job d. Reference	
2. What a letterhead is and basic parts. Write a letter answering ad in newspaper.	
D. Grammatical skills	
1. Emphasize the basic parts of speech and use of teacher-made worksheets for drill practice. a. Be able to substitute the correct pronoun for a noun.	

BASIC SKILLS	BOOKS AND MATERIALS
c. Using verbs to make sentences tell a complete thought (1) Something is happening now (2) Something has happened (3) Something will happen (4) How something is or seems to be d. Using verbs correctly (1) Using verbs that need helpers (2) Using verbs in contractions (3) Using verbs in asking questions (4) Choosing forceful, colorful verbs to make sentences interesting 2. Capitalization 3. Punctuation 4. Common grammatical errors	Prevo, Helen, English that We Need, Phoenix, N. Y., Frank E. Richards, 1965 Prevo, Helen, More English that We Need, Phoenix, N. Y., Frank E. Richards, 1968
III. Improving Reading Skills A. Word recognition B. Comprehending sentence and paragraph meaning C. Recalling facts D. Following directions E. Interpretation F. Character analysis G. Reading for information 1. Fact finding 2. Interpreting 3. Organizing 4. Vocabulary building 5. Following directions	Grover, Charles, Kinkead, Evalyn, and Anderson, Donald, New Practice Readers, St. Louis, Webster, 1962

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
c. Recognizes when to use -s, -ed, -ing endings on verbs. Uses correctly past participles of verbs as spoken, chosen, thrown, and grown.	
2-3. Use mimeographed work sheets to correct faulty punctuation and capitalization. 4. Work on the common grammatical errors in speech and writing. The student should be able to recognize when the speech of others is incorrect.	Film: State Department of Education 925 "Punctuation - Mark Your Meaning"
III. Improving Reading Skills	
A-G. Have each student bring a spiral notebook. Evaluate each student as to reading level. Let each child work at his own speed, read selection, do exercise accompanying the selection, and answer in notebook. These can be checked at the end of the week.	Films: State Department of Education 5378 "Better Reading" 735 "How Effective is Your Reading?" 625 "Improve Your Reading"

BASIC SKILLS	BOOKS AND MATERIALS
H. Reading for a vocation 1. Vocabulary building of useful words 2. Reading for fact 3. Applying for a job 4. Root words 5. Understanding job requirements of various occupations 6. Reading and understanding signs 7. Filling out various application forms a. Job b. Social Security c. Registration form from employment office 8. Following directions 9. Unions - advantages and disadvantages 10. Manners 11. Insurance 12. Time zones 13. Taking care of clothing 14. The military branches 15. Blueprints 16. Reading menus I. Reading for social learning 1. Differences in towns and cities 2. Laws and regulations 3. Finding a job 4. Getting around the city 5. Taxes 6. Newspapers 7. Restaurants 8. Industry 9. Government buildings 10. Methods of transportation	Reading Skill Builders, Pleasantville, N. Y., Reader's Digest, 1959 Read, Study, Think, (A Weekly Reader Practice Book), Columbus, Ohio, American Education Publication, 1965 What Job For Me? New York, McGraw Hill, A series of books about jobs and world of work Smith, Nila Banton, Be a Better Reader - "B" Englewood Cliffs, New Jersey, Prentice-Hall, 1968 The Job Ahead, New Rochester Occupational Reading Series, Student Exercise Books I & II, Chicago, Science Research Associates, 1963 Turner, Richard, The Town You Live In, Chicago, Follett, 1962

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
H. Assign each student a workbook and reader according to his reading level. Short test may be given to check whether each student read his lesson. Role playing of an interview Practice completing application forms. Stress need for filling them out legibly, correctly, and neatly. Practice in understanding insurance forms. Help the class find the different time zones in the United States and which states are in which zones. Help the class figure the difference in time compared to zone in which they live. Help each student to find out what material he is wearing, and discuss the best method of taking care of it. Bring in the cost of cleaning bills as opposed to laundering. Visit a recruiting center. Using floor plans from house magazines, let the class answer questions about it. Have the students draw a blueprint of their own. Practice in using a scale, and understanding dimensions. Stress the vocabulary of a menu: dessert — salads beverages — appetizers entree — a la carte Understanding prices, tips, etc.	Films: State Department of Education 1161 "Getting Ready Physically" 1160 "Getting Ready Emotionally" 1162 "Getting Ready Morally"
I. Using city maps, let students find all main arteries of cities. Find addresses of different businesses on maps. Point out different areas in town--business district, industrial area, etc. Discuss zoning. Find out any laws Little Rock might have that other cities don't have. Where are employment offices located? (public and private) Talk about things in city paid for by taxes. Newspapers published. Field trips to city hall or other government buildings located in city	Speaker from Arkansas Democrat or Gazette, or local newspaper. Film: State Department of Education 188 "Newspaper Story" 1131 "How to Read Newspapers"

BASIC SKILLS	BOOKS AND MATERIALS
J. Reading for pleasure 1. Riddles and rhymes 2. Jokes 3. Newspapers 4. Puzzles 5. Comics 6. Radio and television 7. Magazines	Turner, Richard, The Newspaper You Read, Chicago, Follett, 1965 Worksheets, made out by teacher to go with each day's paper Heavey, Regina and Steward, Harriet, Teen-Age Tales, Boston, D. C. Heath, 1962
V. Improving Spelling Skills A. Spell by rule B. Recognize words that are difficult to spell	Spelling Goals, Gr. 3-5 Webster Division of McGraw-Hill Little Rock Public Schools "Official Spelling List" Gr. 7-9
C. Use of dictionary in spelling 1. As reference for correct spelling 2. For plurals, endings, abbreviations 3. For capitalization 4. For definitions to determine which word to use to convey desired meaning 5. To recognize word variants formed by prefixes and suffixes D. Learning to proofread written material for spelling errors 1. Letters before mailing 2. Reports before handing in 3. Forms of application, etc.	Dictionary Thorndike-Barnhart Series

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
J. Interpretation of ads; watch out for misleading ads, "come-ons," exaggerations, false advertising. Comparing prices Discussion of why advertising is important to the newspaper. Point out the different types of columns available to accommodate various interests: (1) Bridge (4) Science (2) Fashion (5) Religious (3) Family problems (6) Political Let class compose a letter to the editor of a newspaper expressing an opinion of a recent event. Have each student read his favorite comic strip. Point out differences in comic strips. Let class write a short paper telling who their favorite comic strip character is and why. Practice reading radio and TV log. Let students write on what their favorite program is and why. Point out the information found out about movies: (1) Where playing (2) Price (3) Rating	Films: State Department of Education 927 "Choosing Books to Read" 628 "How to Read a Book" 627 "Know Your Library"
IV. Improving Spelling Skills Find level of each student, using Wide Range Achievement Tests. Give trial tests before the final one. Drill on words missed. Practice in pronunciation and enunciation. Practice writing words correctly and legibly. Emphasize necessity for forming each letter correctly. Work on penmanship. Pull words from reading lessons to make up their own basic vocabulary list. 2. Use a list of commonly misspelled words to work with. Emphasize words that should be known for vocational and social acceptance. C. Practice words in the dictionary using guide words, syllabication and pronunciation marks used in the dictionaries and their meanings. Discuss things that can be found in the dictionary. Use dictionary skills in mathematics and social studies. D. Teach the students to check for accuracy in punctuation and spelling before they turn in any work or send in any letters or application blanks.	

FUNCTIONAL MATHEMATICS

BASIC SKILLS	BOOKS AND MATERIALS
I. Understanding Numbers and Number Systems A. Reading and writing numbers B. Money values C. Reading and writing money values D. Time E. Measurements F. Rounding off whole numbers G. Estimating II. Understanding Fundamental Processes A. Addition of whole numbers 1. Basic addition facts 2. Column addition 3. Addition vocabulary B. Subtraction of whole numbers 1. Basic Subtraction facts 2. Borrowing from tens, hundreds 3. Subtraction vocabulary C. Multiplication of whole numbers 1. Basic Multiplication facts 2. Multiplication drills 3. Multiplication vocabulary D. Division of whole numbers 1. Basic division facts 2. Division vocabulary	Inventory tests prepared by the Little Rock Special Education Department Stein, Edwin, Refresher Mathematics, Boston, Allyn and Bacon, 1965 Stein, Edwin, Fundamentals of Mathematics, Boston, Allyn-Bacon, 1963 Sullivan, M., Programmed Math for Adults, Addition, New York, McGraw-Hill, 1965 Programmed Math for Adults, Subtraction, McGraw-Hill Programmed Math for Adults, Multiplication, McGraw-Hill Programmed Math for Adults, Division, McGraw-Hill Mathematics in Daily Use, D. C. Heath Co.

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
I. Understanding Numbers and Number Systems	
A. Reading and writing excercises using newspapers and catalogs	Filmstrip: Little Rock Public Schools 435B "Reading and Writing Whole Numbers"
B. Counting and naming coins and bills	
C. Prepare budgets and bank deposits.	
D. Inventory time and work on deficits	Clocks, calendars
E. Introduce and use some common daily measures.	Rulers, yardsticks, scales, thermometers
F. Show how numbers are rounded off, emphasizing how the pricing of certain goods is done. Example: Items priced 2 for 29¢, sold separately would cost 15¢ each. Also items priced with 1/2¢.	Discarded sales signs from a store showing "special" prices of items.
II. Understanding Fundamental Processes	
A. Addition	Drill cards for addition, subtraction, multiplication and division.
1. Administer addition inventory.	
2. Solve problems of daily living.	
B. Subtraction	
1. Administer subtraction inventory.	
2. Solve problems of daily living.	
C. Multiplication	
1. Administer multiplication inventory.	
2. Solve problems of daily living.	
D. Division	
1. Administer division inventory.	
2. Solve problems of daily living.	

BASIC SKILLS	BOOKS AND MATERIALS
E. Fractions and decimals 1. Why we use fractions 2. Common fractions a. Addition b. Subtraction c. Multiplication d. Division 3. Unlike fractions 4. Common denominators 5. Proper and improper fractions 6. Reducing fractions 7. Comparison of fractions 8. Finding what part one number is of another 9. Comparing decimals to fractional equivalents 10. Multiplication of decimals (money) 11. Division of decimals (money) 12. How to change decimals to percents	Weiland, Robert and Woytex, Steve, Mathematics in Living, Book III, Boulder, Colorado, Pruett Press, 1965 Mooney, Thomas, Arithmetic That We Need, Phoenix, N. Y., Frank E. Richards, 1966 Wool, John, Useful Arithmetic, Phoenix, N. Y., Frank E. Richards, 1967
III. Understanding Use of Measurements A. Length 1. Inches in a foot 2. Inches in a yard 3. Feet in a yard 4. Reading and using a yardstick and ruler 5. Reading tapes 6. Perimeters and areas B. Cubic measurements for utility meters 1. Cubic inch 2. Cubic foot 3. Cubic yard C. Capacity 1. Liquid measures 2. Dry measures	

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
E. Fractions and decimals	
1. Administer fraction and decimal inventory. 2. Work with common fractions and with practical application. 3. Give exercises allowing students to compare fractions as to which is larger, 1/6 or 1/8? Which is smaller, 1/3 or 1/4? Give exercises arranging the order 5/8, 1/3, and 1/4 from smallest to largest. Use concrete objects to explain size.	Films: Little Rock Public Schools 555 "How to Add Fractions" 549 "How to Subtract Fractions" 209 "What Are Decimals" 519 "Simple Fractions"
4. Introduce the decimal and explain to the pupil that the decimal is another form of the fraction. Have charts showing fractional equivalents. Teach them to use the form that is easiest in problem solving. Example: 1/2 of $250 is easier to use than 50%.	Films: State Department of Education 1385e "What Are Decimals" 465e "Percent in Everyday Life"
III. Understanding Use of Measurements	
A. Length--students should practice measuring familiar objects until basic skills are achieved.	Film: Little Rock Public Schools 527 "Measuring Simple Areas"
B. Cubic measures for utility meters--students should understand how charges are made for the use of utilities.	Utility meter
C. Capacity	
1. Use containers such as cups, pints, quarts, and gallons to show capacity relationships. Use grocery store ads to show prices for different sizes and how money can be saved. 2. Use peck and bushel baskets for demonstration.	Cup, pint, quart, gallon containers

BASIC SKILLS	BOOKS AND MATERIALS
D. Weight 1. Ounce 2. Pound 3. Ton E. Time 1. Clock time 2. Calendar time F. Temperature IV. Understanding Social and Vocational Uses of Arithmetic A. Money 1. Cash buying a. Advantages and disadvantages b. Saving all records and receipts 2. Credit buying a. Charge accounts 1. Filling out a charge account application 2. Using a charge account 3. Interest b. Lay away 3. Checking account 4. Savings account	Weiland, Robert G., Mathematics In Living, Book II, Pruett Press, Inc., 1964

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
D. Weight	
1. Demonstrate grocery scales. 2. Show how packages are labeled for weight. 3. Have all students to watch their weight for a month.	Film: State Department of Education 142a-p "Let's Measure" Scales
E. Time	
1. Have students to make a schedule showing how their time is used.	Clocks, calendar Filmstrips: Little Rock Public Schools 432b "Early Time Telling" 471 "Learning to Tell Time"
F. Temperature	
1. Bring several different kinds of thermometors to class.	Different thermometers
IV. Understanding Social and Vocational Uses of Arithmetic	Applications for charge accounts and lay away accounts
A. Money	
1. The advantages and disadvantages of cash buying 2. The advantages and disadvantages of credit buying 3. Checking accounts a. Terms to know b. Opening a charge account c. How to fill out a deposit slip d. Writing checks e. Filling out a signature card f. Filling out a deposit slip g. Endorsement of checks	Films: Little Rock Public Schools 8 "Using the Bank" 464 "How to Use Your Bank"
4. Using a savings account a. Terms to know b. Figuring how savings grow c. Types of savings accounts d. Making a withdrawal e. Filling out a signature card f. Filling out a deposit slip g. Using a passbook h. Filling out a savings withdrawal slip i. Operating a savings account	Free materials from banks, deposit slips, information on savings, withdrawals slips

BASIC SKILLS	BOOKS AND MATERIALS
B. Daily uses of money problems 1. Budgets 2. Using a payroll time card 3. Pay check deductions 4. Taxes a. Sales tax b. Federal income tax c. State income tax d. Real property tax e. Personal tax	Weiland, Robert G., Mathematics in Living, Book IV, Pruett Press, 1967

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
B. Daily Uses of Money Problems	
1. Budgets a. Weekly budgets b. Monthly budgets c. Yearly budgets	
2. Using a payroll time card a. Terms to know b. Understanding a time card c. How to figure hours worked d. How to figure overtime e. How to use the time card	Payroll time card
3. Payroll deductions a. Federal income tax b. State income tax c. Social security d. Insurance e. Union dues	Resource person from Social Security Office Pamphlets: Social Security Office
4. Taxes a. Sales tax--make a chart showing sales tax scales. b. Federal income tax--Internal Revenue will supply classroom kits for the study unit on income tax. c. State income tax--have forms in class for student to work with d. Real property tax--show students how property is evaluated and tax is rated. e. Personal tax--have students to bring parents' assessment sheets to class.	Federal and state income tax forms Resource person: Tax collection Office

SCIENCE

BASIC SKILLS	BOOKS AND MATERIALS
I. Analyzing Yourself A. Why understanding yourself is important B. What kind of a person you are C. Knowing people are alike in many respects D. Becoming the person you want to be II. Acquiring Information about Personalities A. What is it? B. How it is formed C. Likenesses C. Knowing your own personality III. Understanding How Environment Affects Personality A. Prejudice B. Cooperativeness C. Selfishness D. Religion E. Attitudes about money F. Manners G. Friends IV. Analyzing Your Appearance and Personality A. Cleanliness B. Posture C. Suitable clothing	Landis, Judson and Landis, Mary, Building Your Life, Prentice-Hall, Englewood Cliffs, N. J. Turner, Richard, The Person You Are, Follett Publishing Co., Chicago, Ill. Turner, Richard, The Friends You Make, Follett Publishing Co., Chicago, Ill.

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
I. Introduction and Discussion Vocabulary study Have each child list his goals Discuss their realism	Films: Available from Audio-Visual Department State College of Arkansas Conway, Arkansas Audio-Visual Aids Service Arkansas State University Jonesboro, Arkansas
II. Acquiring Information about Personalities Vocabulary: personality, recognition, etc. Let students take personality survey of themselves. Discuss people they know with different personalities.	Films: State Department of Education 243 "Act Your Age" 1126 "Developing Your Character" 932 "Selling Your Personality" 5591 "Personality and Emotions" 1152 "Cheating" "Improve Your Personality", Coronet
III. Vocabulary Study	Films: State Department of Education 1271 "Making Friends" 1118 "Am I Trustworthy?" 323 "Control Your Emotions"
IV. Analyzing Your Appearance and Personality Work in with good grooming, why we need it (job, getting along with others, dates, etc.) With help of class, compile a list of specific grooming needs.	Films: State Department of Education 137 "Body Care and Grooming" 1248 "Personal Health for Girls" 1249 "Personal Hygiene for Boys" 738 "Fundamentals of Diet" 5405 "Obesity"

SCIENCE - GRADE 11

BASIC SKILLS	BOOKS AND MATERIALS
D. Grooming E. Diet V. Selecting Friends A. Interest in others B. Friendliness C. Cheerfulness D. Compliments E. Handicaps to friendships 1. Possessiveness 2. Lack of consideration F. Cliques VI. Understanding the Importance of Social Maturity A. Self-consciousness B. Conversations C. Introductions D. Good manners VII. Understanding the Importance of Emotional Maturity A. Affection B. Self-centeredness C. Crushes D. Love for parents E. Coping with feelings F. Bodily reactions to emotions	

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
V. Take a class survey of things students dislike about themselves.	
VI. Vocabulary Study A. Have students list traits of people they like the best. B. Have students write a paragraph describing the person they like least; paragraph describing person they like best.	Films: State Department of Education 1051 "Developing Friendships" 602 "Good Sportsmanship" 926 "Are You Popular?" 5460 "Belonging to the Group" 426 "The Other Fellow's Feelings" 1150 "Other People's Property"
VII. Role-playing - have members of class act out situations in which a boy or girl has to stand up for what he or she believes. Emphasize good ways of meeting these situations. Vocabulary study.	

BASIC SKILLS	BOOKS AND MATERIALS
VIII. Acquiring Information about Dating A. Reasons for doing so B. When to start C. How to ask for a date - boys D. How to accept or refuse - girls E. How often to date F. Going steady - advantages and disadvantages G. When to come in H. Parents - strict or not I. Dating manners 1. Boys a. Calling for a date b. Flowers c. Transportation d. Taking her home 2. Girl a. When he calls b. Flowers c. When to go home IX. Understanding Your Obligations A. Privileges and obligations 1. Driving a car 2. Earning and spending money 3. At school - participation 4. On the job X. Knowledge of Role in the Community A. Being a responsible citizen B. Individual rights	Turner, Richard, The Town You Live In, Follett Publishing Co., Chicago, Ill.

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
VIII. Vocabulary study. Role-playing - assign each student a role to play in different situations involving good manners. Let the class criticize the manners used. Work in unit on classroom manners as well as manners for eating, introduction, dating, etc. F. Take a survey of the class on hours to get in and going steady. Form two panels - one "For" going steady, the other "Against." Appoint a secretary to list on the board the points for and against.	Films: State Department of Education 1134 "Social Courtesy" 1092 "Selfconscious Guy" 41 "How Do You Do" 5459 "Beginning to Date" 1124 "How to Say No" 254 "Dating: Do's and Don'ts" 685 "A Date for Dinner"
IX. Vocabulary study. Discussion of foolish things people do when angry. Emphasize good methods of releasing emotions.	Films: State Department of Education 323 "Control Your Emotions" 243 "Act Your Age" 1055 "Overcoming Worry" 139 "Emotional Health"
X. Discuss responsibilities we have in daily living.	Play: "Plays for Living" The Family Service Agency

BASIC SKILLS	BOOKS AND MATERIALS
C. Prejudice - generalizing D. Attitudes toward the law E. Right or wrong XI. Analyzing Your Philosophy A. Yourself and others B. Life C. Rights D. Religion XII. Understanding Your Relationship with Your Family A. Understanding parents B. Your decisions 1. Friends (choosing) 2. Privacy 3. Behavior 4. Smoking a. Hazards b. Cost c. Social acceptance - personal hygiene C. Understanding brothers and sisters 1. Jealousy 2. Favorite 3. Rivalry 4. Quarrels 5. Values XIII. Understanding the Importance of Good Health A. Eating habits - a good diet - your attitude 1. Need for a good diet physically and mentally	

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
XI. Vocabulary Study Role Study	Films: Little Rock Public Schools 368 "Acts of Courtesy"
XII. Develop a unit on the implications of the family relationship.	Films: State Department of Education 1080 "Sharing Work at Home" 1057 "Wise Buying" Film: Little Rock Public Schools 102 "Act Your Age"
XIII. Understanding the Importance of Good Health A. Let the class make a bulletin board showing the proper foods to eat for a balanced diet. Let them make labels for the foods to learn to recognize the names.	Films: State Department of Education 1044 "Are You a Good Citizen?"

BASIC SKILLS	BOOKS AND MATERIALS
1. Vitamins (emphasize overuse) 2. Energy B. Sleep - necessity for proper amount C. Exercise D. Mental attitude and health E. Eyes F. Teeth XIV. Understanding the Necessity for Good Mental Health A. Meeting problems - desirable and undesirable B. Escapes from problems C. Accidents D. Illness E. Alcohol: Social aspect, effects and dangers F. Leisure time activities XV. Developing a Sense of Economic Responsibility A. Part time jobs B. Getting along on the job - personality C. Success on the job D. Deciding upon a vocation 1. When 2. Inventory of self a. Abilities and attitudes b. Physical limitations c. What you like	

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
1. Vocabulary study 2. Relate diet to what the students actually eat for lunch. Let them judge if they are eating correctly.	Books in library on diet Invite a dietician or nurse to speak to class on importance of a good diet. Invite a physical education teacher to explain importance of exercise. Brochures from dentist on care of teeth Films: State Department of Education 137 "Body Care and Grooming" 1248 "Personal Health for Girls" Films: Little Rock Public Schools 604 "Balance Your Diet for Health" 430 "Eyes: Their Structure and Care" 79 "Dental Health: How and Why"
XIV. Understanding the Necessity for Good Mental Health A. Relate mental health to jobs. Why we need healthy ways of releasing bad feelings, etc. B. Let each student list his hobbies - tally these on board.	Films: State Department of Education 323 "Control Your Emotions" 6076 "Drugs and the Nervous System" 6075 "Hooked" 5959 "LSD - Insight or Insanity" 358 "Drug Addiction" 1239 "Better Use of Leisure Time" 5495 "Time for Television" Medical student to talk on drugs - film Films: Little Rock Public Schools 609 "Alcohol is Dynamite"
XV. Develop a Sense of Economic Responsibility A. Let the students interview an employer and ask what traits he prefers in his workers. Why would he most likely fire a worker. Reports given in class. B. Field trips to different industries.	

BASIC SKILLS	BOOKS AND MATERIALS
I. Understanding General Goals of Driving A. Basic mechanics of a car B. Traffic laws and why we have them C. Signs and signals - markings D. Safety measures - results of unsafe driving E. Defensive driving F. Cost of operating a car G. Responsibilities H. Insurance - cost and how it works I. Basic first aid at an accident II. Understanding Specific Goals of Driving A. Getting your license 1. Obligations 2. Tests a. Written b. Physical c. Driving 3. Types of licenses B. Types of drivers and attitudes C. Accident involvement D. Being physically fit to drive 1. Vision 2. Hearing 3. Disabling conditions III. Understanding the Effects of Alcohol and Drugs on Driving	Strasser, Eales, Zaun, Mushlitz, When You Take The Wheel, Laidlaw, Dallas State Police Driver's Manual (yellow book)

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
I. Understanding General Goals of Driving Discussion of driver's license: 1. What it looks like 2. Cost 3. Renewal 4. Losing	ETV Sportsman like driving Have city policeman talk to class Films from state police and city police State trooper to speak Film: Little Rock Public Schools 411 Safe Driving "The Defensive Driver" Films: State Department of Education 1095 "Safe Driving: Advanced Skills and Problems 1096 "Safe Drivi g: Fundamental Skills" 106 "Your Driving Habits"
1. Obtain or make a vision chart and test pupils III. Understanding the Effects of Alcohol and Drugs on Driving Cut items about accidents from newspapers. See how many involved alcohol or drugs.	

BASIC SKILLS	BOOKS AND MATERIALS
A. Alcohol 1. Effect on body 2. Related to accidents B. Drugs 1. Types and effects on body 2. Related to accidents IV. Knowing How to Purchase a Car A. Considerations 1. When to buy 2. Operating costs 3. Responsibilities of ownership 4. Used cars 5. New cars B. Papers you sign 1. Contract or bill of sale 2. Title 3. Car registration C. Insurance 1. Requirements 2. How it works 3. How rates are determined 4. Types a. Bodily injury liability b. Property damage liability c. Comprehensive d. Collision V. Understanding the Importance of Traffic Laws A. Rules of the road	

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
IV.	
A. Figure the cost of operating a family car for a year. 1. Discuss cost of gasoline, etc. 2. Compare prices of regular, premium, etc. 3. What cars use what grade of gasoline? 4. Get chart from gas station.	ETV
B. Demonstrate a contract transaction	Invite an insurance salesman to explain insurance prices, how it works, etc. Samples of insurance forms, policies

BASIC SKILLS	BOOKS AND MATERIALS
1. Sleep 2. Passing 3. Right of way 4. Turning and signalling VI. Knowing How to Meet Various Traffic Situations A. City driving 1. Watching road ahead 2. City speeds 3. Lane changing 4. Carbon monoxide fumes 5. Intersections B. Super highways 1. Straightaway 2. Passing 3. Alertness 4. Leaving C. Open road 1. Curves 2. Railroad crossing 3. Hills 4. Animals 5. Slow-moving vehicles 6. Mountains 7. Heat and sun D. Night driving 1. Visibility 2. Increased hazards 3. Weather E. Special situations 1. Push starting your car 2. Having car towed	

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
1. Let class make the various shaped signs. Practice in recognizing them. Fill in various warnings and information. 2. Discussion of rules - why laws are necessary VI. Mimeograph situations for students to discuss and analyze.	ETV
E. Using newspapers, find ads for tires - discuss advantages and disadvantages of different types, safety features, cost, etc.	

BASIC SKILLS	BOOKS AND MATERIALS
3. Brake failure 4. Flat tires and blowouts 5. Roadside parking 6. Hauling trailers	
VII. Planning Ahead for Safe Driving	
A. Sufficient time	
B. Planning route	
C. Getting car ready	
D. Using a map	Road maps of Little Rock and Arkansas
1. Types of roads 2. Distances - using scale 3. Direction 4. City population	Rulers
VIII. Knowing What to Do in an Accident or Disaster	
A. First Aid	First Aid booklet
1. What to do first 2. General precautions 3. Emergency treatment a. Bleeding b. Suffocation c. Shock d. Burns e. Fractures	Accident information forms First Aid kit for demonstration
B. First Aid kit	
C. Accident information	
1. Getting facts 2. Withholding comment	
D. Reporting	
1. To police 2. Written reports	

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
D. Practice reading road maps	
VIII. Knowing What to Do in an Accident or Disaster	
1. Appoint groups to demonstrate treatment for emergencies. 2. Fill out an accident information form from an insurance company. 3. Role-playing - have group act out an incident. Have class write summary and description. Note discrepancies.	Information from Civil Defense School nurse to talk to class on First Aid

BASIC SKILLS	BOOKS AND MATERIALS
E. Financial responsibility IX. Understanding the Responsibilities of Pedestrians and Cyclists A. Pedestrian 1. Problems 2. People most involved in accidents 3. When and where accidents happen 4. Rules for pedestrians B. Cyclists 1. Problems 2. Rules for safe cycling	State Police Driver's Manual

SOCIAL STUDIES

BASIC SKILLS	BOOKS AND MATERIALS
I. Mastery of Map Skills A. Extending knowledge of basic concepts 1. Directions 2. Oceans 3. Continents 4. Countries 5. Islands 6. Peninsulas 7. Latitude and longitude	Map Skills for Today (A Weekly Reader Practice Book) Columbus, Ohio, American Education Publications, 1965
B. Learning to interpret keys and map symbols	
C. Finding distances	Road maps of Little Rock and Arkansas obtained from gas stations
D. Locating capitals	Rulers
E. Population	

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES

I. Mastery of Map Skills

A. Extending knowledge of basic concepts

1. Understanding of North and South Poles, hemispheres, the equator, tropic of Cancer, tropic of Capricorn, Arctic and Antartic circles
2. Be able to name the oceans.
3. Name the 7 continents.
4. Know one or two countries on each continent.

Wall Map of the World and United States

Globe

Films: Little Rock Public Schools

347	"Maps and Their Uses"
835	"Maps of Our World"
767	"Japan: Harvesting the Land and Sea"
532	"Journey in France"
509	"Latitude and Longitude"
201	"India"
216	"Italy: Peninsula of Contrasts"
471	"Haiti, Life in"
629	"Family of Free China"
414	"Soviet Union: Land and People"
437	"Mexico"
171	"Central America"
462	"Argentina: People of the Pampa"
469	"Australia"
444	"The Amazon: People and Resources of North Brazil"

B. Interpretation of various symbols

1. Boundaries
2. Lakes and bays
3. Cities and capitals
4. Rivers
5. Mountains
6. Valleys
7. Railroads
8. Highways
   (a) State
   (b) Interstate
   (c) U. S.
9. Population

C. Practice in understanding and using a scale of miles. Have students figure the distance between different points.

D. Locate and name capitals of various countries.

E. Using a world population distribution map, locate various countries and compare the number of people in each. Note where most of the world's population is found.

BASIC SKILLS	BOOKS AND MATERIALS
F. Acquiring factual information about continents 1. North America 2. South America 3. Europe 4. Asia 5. Africa 6. Australia 7. Antarctica	Newspaper
G. Acquiring information about the United States	Encyclopedias

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
F. Select one or two important countries of each continent for study: 1. Capitals and major cities 2. Major rivers and lakes 3. Topography 4. Industry 5. Products 6. Practice in finding distances 7. Natural resources 8. Tourist attractions Have students bring clippings about different countries. Prepare a bulletin board or class project on each country studied. Invite visiting foreigners or returning tourists to speak to the class.	Global Flash Cards World Wipe-off Maps, Crayons Bulletin Board
G. United States 1. Be able to name all 50 states and write them on wipe-off maps. 2. Know abbreviations for states. 3. Use names of states in spelling lesson. 4. Topography of U. S. 5. Major rivers and lakes 6. Population 7. Recreational areas 8. Natural resources 9. Regions of the U. S. 10. Time zones 11. Have students find articles in newspapers from various states; make a bulletin board. 12 Have students make a salt map of the U. S.	U. S. Flash Cards by Milton Bradley No. 9002 from School Products Films: Little Rock Public Schools 585 "Southwestern States" 575 "Hawaii - the 50th State" 580 "Alaska - the 49th State" 301 "Washington, D. C." Films: State Department of Education 804 "Southeastern States" 1183 "Geography of the Southern States" 5826 "Geography of the U. S."

BASIC SKILLS	BOOKS AND MATERIALS
I. To Develop a Knowledge of Our World A. An understanding of what geography means to us 1. Why study geography? a. To understand the earth on which we live b. To understand how man fits his living to his surroundings c. To understand how man changes his surroundings to improve his way of living d. To understand why people all over the world need one another to help improve living standards 2. Why countries of the world seem closer a. Improvement in transportation b. Improvement in communication	Kolenzon, Edward R. and Heine, John A., Our World and Its People, Boston, Allyn Bacon, Inc. Kennamer, Lorrin and Wishart, A. Paul, Geography, Austin, Texas, Steck Map Skills for Today, Book 4 (The U. S. and the World), Columbus, Ohio, American Education Publications
B. To extend information on the physical features of our earth 1. Shape 2. Transportation routes 3. Knowledge of the types of maps a. Flat d. Physical b. Outline e. Political c. Road 4. Factual information on time a. Standard time b. Daylight Savings Time c. The International Date Line	World Atlas (rev. ed), New York, Scholastic Book Services

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
Knowledge of our World A. What geography means to us 1. Prepare a report on the topic, "A Foreign Country I Should Like to Visit." In your report explain why Americans should be interested in having a better understanding of the people in that foreign country. 2. Select a group of students to prepare a bulletin board titled "Communication and You." This display should point out the effect of improved communication upon our ways of living. 3. During the coming week collect the labels from all cans and boxes which contained food from foreign countries that was eaten in your home. Make an exhibit for the class from all the labels you collect. 4. Have a committee of students make a large outline map of the world and place it on a bulletin board. Collect newspaper clippings, pictures, and cartoons showing the importance of geography today. Place these on the map and connect each by a string or ribbon with the appropriate location on the map. B. Physical features of our earth 1. On a road map find an example of each of the following: a. A city with between 10,000 and 25,000 people b. A lake c. A river d. An important highway intersection e. A capitol city 2. Make a map of the route you take in going from your home to school. Include on the map any places that might be considered important landmarks. 3. Using a time zone map of the U. S., locate three cities which differ two hours in time from your town. 4. Name each state on an outline map of the U. S. Color border states of Arkansas same color.	Films: State Department of Education 1068 "Our Shrinking World" 772 "Our Earth" 1392 "Our Big Round World" 616 "What Makes Day and Night" 1284 "What Causes Seasons" 1446 "Why Seasons Change" 5826 "Geography of the U. S., An Introduction" 5570 "Maps - Coastal Symbols and Terms" 1405 "Reading Maps" 260 "Maps and their Meaning" 1400 "Language of Maps" 5842 "Using Maps - Measuring Distances"

BASIC SKILLS	BOOKS AND MATERIALS
C. Recognizing the earth's irregular surface 1. Landforms 2. Waterforms 3. Hemispheres 4. Living on the earth a. In the mountains b. On the plateaus c. On the plains d. In river valleys e. By the sea D. The earth and its natural resources	
I. Understanding the Role of the United States as a World Leader A. Concept of a democratic government 1. Individual creativity encouraged 2. Free public schools provided 3. Businessmen, workers, and farmers helped 4. General welfare of the people promoted B. Awareness of our natural resources C. Understanding of the types of people that contributed to our progress	Map Skills for Today, Books 4 and 6

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES

C. Recognizing the earth's irregular surface

1. On an outline map of the world label the continents and the oceans.
2. Using sand or clay, make a model of the physical features of Arkansas.
3. On a landform map label a peninsula, island, mountain, plain, plateau, valley.
4. On a map of Arkansas locate a mountain range, a valley, a plain, a river, a lake, the capitol city, your town.

D. Natural resources

1. Prepare a bulletin board on the earth's natural resources and their uses.
2. Class discussion: "How Natural resources have helped give us a high standard of living."

II. United States as a World Leader

A. Discuss how democracy has made the U. S. a respected leader.

B. Construct a bulletin board display entitled, "Minerals of the U. S. and Their Uses." Include pictures, clippings, and pupil constructed posters in the display.

C. People that made contributions to our progress

1. Make a report to the class telling how an outstanding immigrant contributed to American life.
2. Make a report to the class on how an outstanding leader of industry contributed to America's greatness.

BASIC SKILLS	BOOKS AND MATERIALS

III. Develop a Knowledge of the Southern United States

A. Location

B. Climate

C. Agriculture

1. Crops
   a. Cotton
   b. Tobacco
   c. Sugar
   d. Rice
   e. Citrus fruits
   f. Other agricultural products
2. Problems
   a. Tenant farmers
   b. Sharecroppers
   c. Small farm owners

D. Fishing

E. Mining

F. Lumbering

G. Water power

H. Tourist attractions

I. Manufacturing

1. Tar, turpentine, rosin
2. Paper mills
3. Textiles
4. Petroleum refining

J. Centers of manufacturing and trade

1. Houston
2. Dallas
3. New Orleans
4. San Antonio

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
III. On an outline map of the U. S. color the 13 Southern states. Using modeling clay or sand, construct a map of the South. On this map use symbols to locate the most important mineral deposits. Form a committee to make an exhibit of products made from cotton. For each one prepare a card telling how it was made.	Films: Arkansas Publicity and Parks Commission "Arkansas Aluminum" "Timber Town: "Trout Float" Film: Lion Oil Company "Revolution in the South" Films: Arkansas State Education Department 218 "The Changing Cotton Land' 1183 "Geography of the Southern States" 1184 "Geography of the Southwestern STates 55 "Negro Farmer" 662 "Story of Coal" 820 "Water Power" 167 "Mississippi River - Lower River" 249 "The River" 458 "Energy in Our Rivers" 357 "People Along the Mississippi" 805 "Southwestern U. S." 804 "Southeastern U. S."
J. Select one of the leading cities of the South. Prepare a report to the class on the following: (a) location, (b) reasons for development, (c) important industries, (d) interesting places.	

BASIC SKILLS	BOOKS AND MATERIALS
5. Memphis 6. Atlanta K. People of the South IV. Acquire Information about the Far East A. Location B. Agriculture C. People 1. Standard of living 2. Races 3. Religion 4. Economic groups 5. Ways of living a. "Old ways are best" b. Importance of family life c. Importance of courtesy D. Comprehending the problems of the Far East 1. Health 2. Language 3. Education 4. Communism V. Develop a Knowledge of Africa - Land of Emerging Nations A. Location B. Climate C. Importance 1. Wealth in natural resources 2. Key location 3. Growing world trade 4. Influence in the United Nations	Barker-Benfield, Maud A., East Africa Collins, Robert, African Encounter Coughlan, Robert and Editors of Life, Tropical Africa Kane, Robert, Africa - A to Z Luthuli, Albert, Let My People Go Paton, Alan, Tales from a Troubled Land Van Der Post, Laurens, The Heart of the Hunter

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
IV. Locate the Far East on the map or a globe On an outline map, locate and color the countries of the Far East. Collect news articles on countries in the Far East. Make up a menu which includes the foods a typical Chinese family might eat during a day. Use the library to get your information. Make a list of five spices that your mother uses. Ask your mother how she uses each of them, and make a report to your class. Bring to class as many samples of agricultural products of the Far East as you can find. Be prepared to explain to the class how one of them is grown and used. Make a product map of the Far East. Use tape or glue to fasten the products of the various countries to your map. Prepare a report to be given to your classmates on the "caste system." Make a picture story of living conditions in the Far East. Using your pictures, give an illustrated talk to the class. Show filmstrips on any of the major problems of the Far East. V. Locate the continent of Africa on a globe or map Collect newspaper and magazine articles on Africa and give an oral report to the class. Form a class committee to collect and prepare an exhibit of agricultural products which might have come from Africa. Place in front of each product a card which tells which part of Africa produces it and its principle uses. Make a diorama or model of one of the following: (a) a cacao plantation, (b) a rubber plantation, (c) a diamond mine in the Congo Republic, (d) a power plant in Africa. Make a report on the life of any one of the African tribal peoples.	Visit a Chinese restaurant to find out what ingredients are in 5 dishes on the menu. Films: State Department of Education 5743 "Southeast Asia: Lands and People" 5539 "Burma, People of the River" 220 "Farmers of India" 1138 "Hindu Family" 5371 "India - Asia's New Voice" 354 "India (Pakistan and the Union of India)" 5587 "Indonesia: New Nation of Asia" 694 "Children of Japan" 318 "Island Nation Japan" 5834 "Japan: Miracle in Asia" 5835 "Japan: Harvesting the Land and Sea" 455 "The Malay Peninsula" 5641 "Malaya: Land of Tin and Rubber" 5779 "The Phullipines: Land and People" 170 "Tropical Mountain Land (Java)" 208 "Farming in South China" 1463 "Hong Kong - Pulse of Asia" 319 "An Oriental City (Canton, China)" 776 "People of Western China" 237 "Sampan Family" 5660 "Challenge of Ideas" 5729 "China Under Communism" 1167 "Communism" 692 "Children of China"

BASIC SKILLS	BOOKS AND MATERIALS
D. Underdeveloped resources 1. Agriculture 2. Fishing 3. Lumbering 4. Manufacturing 5. Mining 6. Transportation 7. Water power E. People 1. Races a. Negro b. Caucasion 2. Nationalities F. Religions 1. Paganism 2. Islam 3. Christianity 4. Hinduism G. Standard of living 1. Poverty 2. Ignorance 3. Disease H. Family life I. Awareness of political development: Tribalism versus Nationalism 1. Problems 2. Role in United Nations 3. Role in Cold War VI. To Recognize the Necessity for a Better World A. Making better use of world resources 1. Underdeveloped resources	

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
Organize a class committee to make a report on the topic: "The Race Problem in the Republic of South Africa." Use the library to find information on the work in Africa of any one of the following: (a) the Peace Corps in Africa, (b) the World Health Organization (WHO), (c) United Nations Educational, scientific, and Cultural Organization (UNESCO), (d) Food and Agricultural Organization (FAO).	Films: State Department of Education 1145 "African Fauna" 5397 "Backward Civilization" 5778 "Continent of Africa" 869 "A Giant People" 868 "People of the Congo" 193 "Pygmies of Africa" 221 "Riches of the Veld (South Africa)" 5731 "Union of South Africa" 5836 "West Africa (Nigeria)"
VI. Betterment of the World A. Make a picture story of the effects of erosion. Make a poster describing methods of soil conservation.	

BASIC SKILLS	BOOKS AND MATERIALS
2. Misused resources 3. Conservation of resources B. World trade 1. Obstacles to world trade 2. Increasing world trade C. The search for peace 1. The United Nations 2. International control of atomic energy	Schlining, Paula, The U. N. and What It Does U. N. Office of Public Information, The U. N.: What You Should Know About It

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
Show how resources are wasted or underdeveloped. B. Discuss problems of world trade. C. Make a chart or bulletin board depicting the organization of the U. N.	Secure packet of classroom study materials from the U. N. Filmstrip: McGraw Hill, New York, N. Y. 405378 "United Nations Today Series"

BASIC SKILLS	BOOKS AND MATERIALS
I. Developing Skills for Holding A Job A. Problems of adjustment on the job	New Rochester Reading Series, The Job Ahead SRA, Inc., Chicago, Ill., Levels 1-2-3 Sections 3-4-5 with Exercise Books 3-2-4 Richard H. Turner, The Turner Career Guidance Series, Follett Publishing Co., Chicago, Ill. Looking For A Job Holding A Job Changing A Job Occupational Outlook Handbook, U. S. Department of Labor, Bureau or Labor Statistics Bulletin #1450, Superintendent of Documents, Washington, D. C. 20402, $5.00
B. Learning about time and pay	Handbook for Young Workers, U. S. Department of Labor, Bureau of Labor Standards Bulletin #271, Superintendent of Documents, Washington, D. C. 20402, $ .20

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES

I. Developing Skills for Holding A Job

A. For those students who have secured employment and for those who haven't, a discussion of problems arising on various jobs will be helpful.

1. Stress: The student-employee must pay close attention to instructions concerning procedure on the job.
2. Have students formulate problems and discuss the "why's" and "consequences."
3. Have students relate various job experiences and what is needed for their improvement. Use roleplaying to dramatize job situations.
4. Stress: The student-employee is a "liability" as far as production on his job is concerned.
   Have the student find out how long it takes for him to become proficient or trained on his job.

B. Rates of pay

1. Have available various pamphlets from U. S. Department of Labor concerning wage and hour standards for minimum wages.
2. Discuss rates of pay for various jobs represented by student-employees. Use various job outlook references to see average rate of pay of skilled or experienced worker.
3. Prepare problems concerning wage and hours.
4. Discuss overtime pay; prepare problems.
5. Discuss various deductions from pay. Compute wages after deductions, etc.
6. Work in a unit on income tax (State and Federal).
   a. Use Teaching Taxes booklets with tax problems (Federal kit).
   b. Short From 1040A available in quantity from local post office or IRS, Federal Building, Little Rock.
   c. Long From 1040 available in quantity from local post office.
   d. Forms W-4, W-2; available from Internal Revenue Office nearest you or Little Rock, Federal Building.
   e. State taxes: State tax forms and instructions
      Formulate problems using student's income as with Federal tax to compute his or her tax for the state.
7. Set up budgets and savings programs. Show how savings can be done through payroll deductions and bank savings plans. (Resource person)
   a. Discuss savings and loan
   b. Savings bonds
   c. Insurance (life) and the savings connected

Occupations for You (Part I & II)
Dr. John T. Daily, Director
Educational Research Project
The George Washington University
1166 - 19th Street N. W.
Washington, D. C. 20036

Publications Available:
1. Handy Reference Guide to the Fair Labor Standards Act #1159
2. Services to the Public
3. Highlights on Computing Overtime Pay
4. How to Keep Time and Pay Records
5. A Message to Young Workers
6. Retail and Service Enterprises and Establishments #1102
7. Hotels, Motels, Restaurants, and Food Service Employees #1172
8. Schools #1164
9. Laundries and Dry Cleaning Establishments #1166
10. Construction Industry #1163
11. Hospitals and Nursing Homes #1165

There are publications available covering almost all work areas.

All of the above are available from:

U. S. Department of Labor, Field Office
Federal Office Building
Little Rock, Arkansas 72201
Teaching Taxes (Kit), Internal Revenue Office,
Att: I. Yoman, Federal Bldg., Little Rock, Ark.72201
Arkansas Income Tax Forms and Instructions
available from: Revenue Office Building
Little Rock, Arkansas

Resource Person: Local Bank or Savings & Loan Assoc.

BASIC SKILLS	BOOKS AND MATERIALS
C. Learning about benefits a job can offer	
D. Understanding the chances for advancement	
E. Holding the job	

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
8. Discuss installment buying and the dangers of getting in over your head. 9. Discuss the importance of a good credit rating. C. Benefits 1. Discuss what job benefits are available on jobs: a. Group insurance and why this type of insurance is good or desirable. b. Pension or retirement funds c. Other benefits: tools and uniforms, etc. 2. Why should you consider the benefits of various jobs? 3. Union membership (if required): Why or why not? (a resource person might be desirable, depending on the situation) D. Chances for advancement 1. Discuss possibilities for advancement in this job or the future for you on this job. 2. Will you want to keep this job for the next 10 years? 3. Will this job furnish chances for regular pay increases? 4. Can you move up into positions of increased responsibility? 5. Does it offer more training? E. Holding the job 1. Self-evaluation: Have the students use a check list to evaluate themselves. The teacher may use the work-study progress form or the teacher may want to construct another. 2. The self-evaluation should be discussed in realistic terms. Employer's comment should be solicited on employer's report. 3. Areas of improvement must be discussed. 4. More "role playing" might be useful. 5. Stress: On the job rules (Resource person) a. Being on time b. Grooming c. Personnel regulations peculiar to specific job areas, etc.	Optional Resource Person: Local Union Official Resource Person: A personnel director or a plant manager

SOCIAL STUDIES - GRADE 12

BASIC SKILLS	BOOKS AND MATERIALS
II. Develop A Knowledge of the Armed Services A. Your military obligation B. Different branches of the armed services C. What the services can do for you III. An Awareness of Marriage as a Responsibility A. Adult responsibility	

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES

II. Develop A Knowledge of the Armed Forces

A. Your military obligation

1. Discuss the reason for military obligation (at this point the teacher should stress that there are those who may be physically unable to serve in the armed services.)
   a. Some historical background about why citizens have a military obligation
2. Implications of having an unfulfilled military obligation when trying to get a job.
   a. Why employer would hesitate to hire you until this has been taken care of.

B. Different branches of the armed services.

1. Resource persons representing various branches may be arranged through school guidance services.
2. The Film #1164, "What are the Military Services?"

C. Service connected benefits

Discuss:
1. Training in various skills for civilian employment
2. Schooling benefits
3. Possible career opportunities
   (Use the service occupational handbooks, available upon request from recruiting services)

III. Marriage and Responsibility

A. Adult responsibility

1. Review responsibilities discussed concerning why people work.
   a. The basic needs and the differences between essentials and wants.
   b. The unpracticed "art" of living within your means and the problems becoming overextended in credit buying.
      (1) Sight examples and consequences.
   c. The problems of rising costs as compared with the income.
   d. Carrying charges and/or interest costs on money borrowed

Films:
State Department of Education
1156 "What It's All About"
1164 "What Are the Military Services?"
1165 "When You Enter Service"
1167 "Communism"
349 "Winning Our Independence"
37 "Price of Freedom"
5588 "World War I"
501 "Conquest of the Nignt"
5496 "December 7, 1941"
5589 "World War II"
5863 "Aftermath of W. W. II"
5627 "Rise and Fall of Nazi Germany"
Film catalog available from U. S. Navy Recruiting Service, Training Aids, Old Post Office Building, Little Rock, Arkansas

Resource Person: Recruiting Services

Army Occupations and You
Office of Personnel Operations
Department of Army
Washington 25, D. C., Attention: EPPP
or
Army Recruiting Office
Old Post Office Building
Little Rock, Arkansas 72201

U. S. Navy Enlisted Occupational Handbook
U. S. Navy Recruiting Office
Old Post Office Building
Little Rock, Arkansas 72201

U. S. Air Force Occupational Handbook
U. S. Air Force Recruiting Service
Old Post Office Building
Little Rock, Arkansas 72201

BASIC SKILLS	BOOKS AND MATERIALS
B. Choosing a mate	Prevo, Helen, Practice Material for Family Life, Phoenix, N. Y., Frank E. Richards, 1967
C. Marriage adjustment	

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
2. What about major expenditures, such as a new car or house? a. What types of loans available: Explain (Resource person) (1) G.I. for veterans and how you qualify (2) F.H.A. and how you can qualify according to salary or income. (3) Conventional loans and how they are different. 3. The importance of establishing a good credit rating a. Why a good credit reference is necessary b. The consequences of having a poor credit rating c. Bankruptcy and garnishee of check or pay B. Choosing a mate (marriage partner) 1. Discuss the student's ideal of what a marriage partner should be. 2. Plans for the future and marriage a. Financial b. Emotional (How mature is the individual in the class will have to be taken into consideration - the teacher's own judgement will have to be relied on here.) c. What are your plans for children or have you thought about it? d. The teacher might develop a questionnaire with the help of the guidance counselor to stimulate serious thought about choosing a marriage partner. e. The importance of your job as it pertains to marital responsibility C. Marriage adjustment 1. What are some of the problems that may make a marriage go wrong? 2. Who is the boss of the family and why? 3. Some sources of help in the event the marriage develops problems: a. The minister b. A Family Service Agency if available 4. Children and the responsibility that goes with them 5. Discuss the importance of being able to talk out problems with your spouse.	Resource Person: Local Building & Loan Association or bank representative Films: State Department of Education 356 "It Takes Everybody to Build This Land" 479 "Banks and Credit"

FUNCTIONAL ENGLISH

ENGLISH - GRADE 12

BASIC SKILLS	BOOKS AND MATERIALS
I. Learning to Listen A. Attentive listening 1. Assignments 2. Announcements 3. Introductions and conversation 4. Reports 5. Rules 6. When taking messages B. Critical listening 1. Person who gives speech 2. Distinguish between conversation and gossip II. Learning to Speak A. Oral communication in social situations 1. Art of good and appropriate conversation a. Introductions b. Making conversation interesting c. Good manners 2. Expressing oneself a. Directions (1) North, south, east, west (2) Right, left (3) Straight ahead, etc. b. Explanations c. Introductions d. Announcements 3. Parliamentary procedure a. Club meeting (1) How to organize (2) Points of procedure B. Pre-vocational conversation as key to selling self and service 1. Setting realistic goals 2. Employment and personnel offices a. Interview (1) Appearance (2) Attitude (3) Manners (4) Application	Tressler, Christ, and Stanley, English in Action (4) Boston, D.C. Heath and Co.

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
I. Learning to Listen Set up situations to develop good listening skills: T.V. programs, tapes, class reports. They should learn to listen in group situations and be able to answer general questions.	T.V. Tape Recorders
II. A. Discuss reasons for other rules applying to: 1. Table conversation - at home - restaurants Telephone conversation - business and social Class or group discussions: Give and take Public buildings, church, hospitals, on the street, guest or host. 2. On slips of paper write names of buildings or businesses that are generally familiar. Let students give class instructions on how to get there by walking - by bus - by driving. 3. Use home room and club time to illustrate the correct way to act in group meetings. B. Group Discussions: Types of jobs available Qualifications needed for certain jobs Practice how to meet and talk with business men Discuss points employer needs to know	

BASIC SKILLS	BOOKS AND MATERIALS
b. Rules (1) Appearance - proper clothing (2) Punctuality (3) Cooperation (4) Personal matters 3. Functional occupational vocabulary 4. Writing down orders and messages	
III. Reading A. Attain maximum proficiency 1. Vocabulary enrichment a. Recognize that words have several meanings - choose meaning to fit. b. Compare and contrast words and phrases. c. Recognizing characters from descriptive words or phrases	Read, Study, Think (A weekly reader practice book) Columbus, Ohio, American Education Publication S.R.A. Reading Laboratory, Chicago Science Research Associates Inc. Smith, Nila, Be A Better Reader, Englewood Cliffs, N.J., Prentice Hall Inc.
2. Comprehension a. Read to find out names of characters. b. Read to find ages, sizes, special characteristics of each person (animal) in story. c. Read to find: (1) How characters feel (2) How they work (3) How characters play (4) Where characters are going (5) What happened last (a) night (b) week (c) year (6) Sequence - what is going to happen next (7) What time of day (8) What season of year (9) What country, state, etc.	Reading Skill Builders and Reader's Digest Readings. Pleasantville, N.Y., Reader's Digest Series Dictionary
3. Ability to use dictionary for various purposes a. Meanings of words b. Syllables c. Accent d. Variations in spelling e. Parts of speech f. Origin (language from which words come)	

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
3. Discuss thoughtfulness or courtesy vs. rudness affect on holding job.	
III. Reading Using stories and articles to bring out these reading skills	Films: Arkansas State Department 927 "Choosing Books to Read" 628 "How to Read a Book"
1-2. Deriving literal meaning. Drawing conclusions, meanings of words which are not explained, differentiating between real and unreal, relating to student's experience. Classifying sequence of events, finding main idea, understanding character and plot. Concept of forming opinions about what we read. Newspaper articles would be good supplements for this skill. Comprehension of fact, opinion, and false ideas. Read articles, identify propaganda, read advertisement, justify advertisers' comments, evaluate. Study real-life situations. Stories can be related to events in students' lives. Have class write short papers on paragraphs such as: a. What I would do (in the same situation) b. A similar event that happened to me c. Their opinion of the characters in the stories d. Analyzing the different qualities of 2 characters (good guy vs. bad guy). Pull words from selections to use for spelling and vocabulary work. Specific vocabulary on public buildings. Church names, utility buildings, banks, hotels, motels, hospitals, etc.	
3. Students alphabetize names of classmates, grocery items, etc. Look up words in a dictionary to find specific meanings. Point out differences in meanings for one word.	Film: Little Rock Public Schools 468 "Dictionary: Look It Up"

BASIC SKILLS	BOOKS AND MATERIALS
4. Ability to read maps for: a. Meanings of symbols used b. Directions, distances, boundaries 5. Ability to read math problems, directions for science experiments 6. Library skills a. Card catalog b. Uses of reference books (1) Table of contents (2) Use of key words c. Periodicals d. Library services (1) Listening tables or rooms (2) Reference librarian (3) Vertical file (pamphlets, brochures, etc.) (4) Bookmobile (5) Picture rental (6) Book reviews (7) Story hour for children (8) Displays and exhibits	
B. Newspaper study 1. Classified ads a. Employment b. Lost and found c. Used cars (Automotive) d. Business opportunities (1) For sale (2) For rent (3) For lease e. Livestock (1) Dog (2) Cat (3) Others f. Articles for sale (1) Household furnishings (2) Musical merchandise g. Real estate (1) For sale (2) For rent	Turner, Richard H., The Newspapers you Read, Chicago, Follet Publishing Company

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
4. Use large maps or overhead projectors to teach map skills.	
5. Use recipes, patterns, woodworking instructions to teach this area.	
6. Have students find and write the title of one of each of the different types of books. Help student obtain or renew a library card and check out books. Emphasize meaning and reason for call numbers. Take class to library to demonstrate the use of reference material. Have each student select a topic to look up and write about. Practice in using card catalog effectively. Listen to recorded literary selections in library.	Visit local public library to find out what services are available. Encyclopedias Atlas
B. Use the newspapers in daily class work. Give the class work locating information in different sections of the paper. Have the students make a notebook and find clippings from each of the sections. Let them write short ads for the lost and found, articles for sale and the real estate sections.	Arkansas Democrat Arkansas Gazette

BASIC SKILLS	BOOKS AND MATERIALS
2. Weather conditions a. Forecast b. Map 3. Recreation a. Television b. Radio guide c. Movies d. Educational television 4. Sports 5. News a. Local b. State c. National d. International 6. Newspaper Index 7. Advertisements a. Grocery b. Clothes c. Furniture d. Appliances 8. Restaurants 9. Society 10. Vital Statistics a. Birth b. Marriage c. Divorce 11. Obituary 12. Editorials 13. Comics 14. Cartoons	

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
2. Have the class make a weather map and change the symbols each day according to the forecast in the paper.	
3. These sections can be used to start good class discussions and to develop some critical ability. Almost all students will read these sections and have ideas to express.	
5. Explain (UP, AP) headings and how to tell if news is local, national, or international.	
7. Work in the store advertisements with the arithmetic units. Begin to stress the importance of comparing prices in the different stores.	
12. Use some of the editorials for reading materials and let the class discuss the editors' opinions and their opinions on the topics.	

BASIC SKILLS	BOOKS AND MATERIALS
C. Reading for vocations 1. Keeping the job a. Useful words b. Safety c. Manners d. Signs e. Taking orders f. Using telephone directory g. Following directions	The Job Ahead, Wkbk. No. 5 Booklet: Choosing your Career: A. Humphrey Discovering Your Real Interests: Blanch, B. Pealan, Science Research Associates, Inc. Chicago, Ill.
2. Working for the city a. Useful words b. Cards on employees c. Safety signs d. Budgeting e. Courtesy f. Store directories g. Reading control boards and gauges	Books and Pamphlets on decorating, flower arrangements, woodwork projects, collecting butterflies, rocks, pictures of cars, guns, stamps, etc. Painting, drawing and photography.
D. Reading for information 1. Developing an interest in hobbies and other forms of recreation 2. Developing an appreciation for leisure or pleasure reading a. Use of public library b. Use of newsstands	Classics for Enjoyment, River Forest, Ill. Laidlaw Brothers Adaptation of Famous Books, Chicago, Ill. Scott-Foresman
IV. Learning to Write A. Mechanics of writing clearly and correctly 1. Choosing correct paper and ink 2. Placing material correctly and attractively on paper 3. Outlining ideas and facts 4. Writing according to ideas	Initial Biography Series, New York, N.Y. Scribners

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
C. 1. a. Vocabulary building - emphasis on learning words as related to the job. b. Obeying safety rules - what to do in case of an accident - stress necessity for obeying regulations. c. Stress manners on the telephone, on the job. Role playing. d. Discussion of different types of signs seen at different jobs. g. Emphasize the need to listen attentively and follow directions. 2. Find out the different jobs available in Little Rock for working for the city. List these on the board and discuss. Find out if any of their parents work for the city. Suggested field trips: a-c. City Hall — Library City Police courts and jail — Museums City Water Works Airport Arkansas Arts Center Fire Department d. Practice in setting up budgets by week and month e. Role playing f. Reading and understanding directories in different buildings. This could be done on the above mentioned field trips D. Visit library - find out location of reading material - marked fiction, biography, travel, etc. Know periodicals carried by library. Visit a news-mart - Learn of availability of papers, books, puzzles, and entertainment that can be purchased. IV. Learning to Write A. Emphasize when to use manuscript and when to use cursive. Use application blanks and income tax forms to practice on.	Film: Arkansas State Department 627 "Know Your Library" Films: Little Rock Public Schools 316 "Better Reading" 154 "It's Fun To Read Books"

BASIC SKILLS	BOOKS AND MATERIALS
B. Social uses of written communication 1. Correct mechanics and how to use them a. Stamps b. Zip codes c. Addressing envelopes d. Post cards e. Mailing letters 2. Personal and friendly letters 3. Ordering by mail 4. Telegrams	
C. Vocational use of written communication 1. Letters of application 2. Business letters	
D. Grammatical skills 1. Correct grammar and usage a. Common grammatical errors b. Parts of speech c. Synonyms d. Homonyms e. Antonyms f. Negatives	Hayes Language Drills and Tests: Lyon School Publishing Co. Wilkinsburg, Penn. Chapman, Byron and Schulz, Louis, The Mott Basic Language Skills program, Galien, Mich. Allied Education Council, 1966 Eichler, G. A., Pursel, Emma, and Snyder, Emma, The New Continental Practice, Exercises in English, (5&6), Elizabethtown, Pa., The Continental Press, 1963
2. Capitalization	
3. Punctuation	

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
B. Give actual experience in letter writing. Have the class use stationary and envelopes.	
C. Have copies of good, simple letter forms to study. Put the emphasis on short, clear statements.	
D. Oral and written practice with words which are frequently misused. 1. Have class list all nouns they can see in their classroom. Write them as singulars and plurals. Using flash cards containing common and proper nouns, test class in differentiating between the two. Drill in forming possessives, singularly and plurally. Define pronouns and practice using them. Substitute pronouns for nouns in sentences. Emphasize placement of "you" and "I" in the sentence. Write sentences using different types of descriptive words. Make a bulletin board demonstrating how adjectives are used. Compile a list of synonyms - vocabulary building. Let class compile a list of homonyms. Use pictures to demonstrate differences in meaning and flash cards to drill on differences in spelling. Make a list of antonyms. Stress concepts of "opposites." Meaning of negative. Practice in using negatives correctly in speech and written work.	
2. Drill in the use of capital letters in proper nouns, titles of books, poems, movies, people, quotations, sentence beginnings, and in referring to one's self as "I".	
3. Compose and mimeograph a short story, leaving out necessary punctuation marks. Let the class correct the story. Emphasize the lack of clarity without punctuation marks. Check for accuracy in using periods, commas, question marks, exclamation marks, etc.	Overhead projector Films: Little Rock Public Schools 280 "Punctuation Mark Your Meaning" 609 "Improve Your Punctuation" 48 "Why Punctuate?"

ENGLISH - GRADE 12

BASIC SKILLS	BOOKS AND MATERIALS
4. Building good sentences a. Parts of sentence b. Kinds of sentences c. Recognizing and improving 5. Building good paragraphs a. Choosing good topic sentences b. Using different types of sentences c. Making paragraphs interesting	
V. Developing Spelling Skills: Emphasis on words commonly misspelled in usage.	Ayer, Fred, Gateways to Correct Spelling, Austin, Steck, 1960
A. Contractions and abbreviations	Thorndike-Barnhart Advanced Dictionary, Chicago, Scott-Foresman, 1959
B. Dictionary skills 1. Alphabet order 2. Guide words 3. Definitions - which word to use to convey meaning desired	
C. Proofreading for spelling errors 1. Letters 2. Applications 3. Reports	
D. Functional occupational vocabulary	

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
V. Developing Spelling Skills A. Give work on the correct way to abbreviate common words as street, avenue, Arkansas, and post office. B. Let students alphabetize their class roll. Then present more difficult lists. C. Encourage checking all class work for spelling errors. Bring out the necessity for correct spelling on all reports and applications. D. Build individual vocabulary lists based on future occupation of students. Help students find meanings in an unabridged dictionary.	Dictionaries Films: Arkansas State Department 1356 "Improve Your Spelling" 890 "Spelling Is Easy"

FUNCTIONAL MATHEMATICS

BASIC SKILLS	BOOKS AND MATERIALS
I. Understanding Numbers and Number Systems A. Money values B. Reading and writing numbers C. Measures 1. Time 2. Length 3. Width 4. Weight 5. Temperature D. Math terminology	Inventory tests from the Little Rock Special Education Department
II. The Fundamental Processes A. Addition of whole numbers 1. One column of figures 2. Two or more columns of figures 3. Addition of columns of figures with money 4. Practical application of learned addition facts with money or commodities	Stein, Edwin L., Fundamentals of Mathematics, Boston, Allyn, and Bacon, 1963 Foundation Mathematics for Secondary Schools (A-B), Webster Division, McGraw-Hill Drill Sheets (memo) from Special Education Dept. Fundamental Mathematics, 2nd Ed. (P.B.) Englewood-Cliffs, Prentice-Hall (Use as worksheets and drill material)
B. Subtraction of whole numbers 1. One column of figures 2. Two or more columns a. Borrowing b. Borrowing with zeros 3. Practical application of learned facts with money or commodities	Turner, Richard, The Money We Spend, Chicago, Follett Stein, Edwin, Refresher Mathematics, Boston Allyn and Bacon, 1965

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
I. Understanding Numbers and Number Systems A. Use real money to test students on their knowledge of money. B. Use inventory tests to place them on the skills listed. C. Use rulers to check their knowledge of linear measures.	Clocks, rulers, scales, thermometers
II. The Fundamental Processes A. Start with two figure columns of very simple combinations and proceed in difficulty until a stalling point is reached. Use math inventory sheet. 1. Drill, orally and on paper, areas of difficulty until a point of optimum success is attained. 3. Use real money.	Overhead projector Chalkboard coins and bills
B. Subtraction of whole numbers 1. Show the relationship between addition and subtraction on chalkboard or overhead projector. 2. Use more complex combinations for two or more columns. a. Introduce the concept of borrowing. b. Stress and drill borrowing with zeros, subtraction with zeros. 3. Stress decimal point and why it is placed where it is.	Films: State Department of Education 463 "Addition is Easy" 567 "Making Change for a Dollar" 453 "Subtraction is Easy" 1257 "Meaning of Plus and Minus"

BASIC SKILLS	BOOKS AND MATERIALS
C. Multiplication of whole numbers 1. Simple multiplication with small two number combinations 2. More complex multiplication of larger number combinations 3. Practical application of learned facts with money and/or practical situations D. Division of whole numbers 1. Division with small numbers 2. Division of larger numbers 3. Practical application with dollar and cents combinations 4. Checking work E. Fractional Concepts 1. Fractional parts 2. Common fractions 3. Proper and improper fractions 4. Mixed numbers 5. Reducing fractions to the lowest terms 6. Reduction of mixed numbers to the simplest form 7. Finding the lowest common denominator 8. Addition of fractions a. Like denominators b. Unlike denominators 9. Subtraction of fractions a. Of like denominators b. Of unlike denominators c. With mixed numbers 10. Practical application 11. Changing mixed numbers to improper fractions 12. Multiplication of fractions and mixed numbers 13. Division of fractions and mixed numbers 14. Finding what part one number is of another	Sullivan, Marjorie Doyle, Programmed Math for Adults, Book 5, New York, McGraw-Hill Book Company, 1965 Stein, Edwin I., Fundamentals of Mathematics, Boston, Allyn and Bacon, 1963 Mathematics in Daily Use, D. C. Heath

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
C. Multiplication 1. Show relationship between addition and multiplication. Use inventory sheet to determine on what level the student can perform basic multiplication functions. 2. Drill with larger combinations. Make charts of multiplication tables. 3. Use this skill in problem finding areas, cubic measurements, ticket sales, etc.	Inventory sheets Chalkboard Overhead projector Film: State Department of Education 1341 "Multiplication is Easy"
D. Division 1. Short division with no remainder 2. Long division using even numbers Check work. Long division using odd numbers Drill with work sheets. 3. Use whole numbers stressing concept of decimal point. 4. Relate check division and multiplication and the inverse procedure.	Fact sheets and progress tests from the Special Education Department
E. Many of the students will only be able to recognize common fractional parts.	Chalkboard Overhead projector Black figures that break into fractional parts Films: Little Rock Public Schools 210 "What are Fractions" 554 "Introduction to Fractions" 519 "Simple Fractions" 550 "How to Change Fractions" Films: State Department of Education 915 "We Discover Fractions" 522 "Multiplying Fractions" 556 "How to Multiply Fractions"

BASIC SKILLS	BOOKS AND MATERIALS
F. Decimals 1. Concept of decimals a. The decimal point b. Use of decimal point 2. Reading and writing decimals 3. Rounding off decimals 4. Addition using decimals (money) 5. Subtraction using decimals (money) 6. Comparing decimals 7. Multiplication of decimals (money) 8. Multiplication of whole numbers and decimals by 10, 100, 1000 9. Dividing using decimals (money) 10. Dividing whole numbers and decimals by 10, 100, 1000 11. Changing decimals to common fractions	
G. Percent 1. Meaning of percent 2. Changing percents to decimals 3. Changing decimals to percents 4. Changing percents to common fractions 5. Finding percent of a number 6. Finding percent one number is of another	
III. Understanding Measurement A. Measures of length	
B. Measures of area	
C. Measures of volume	

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
F. Decimals	
1. Concept of decimals a. Explain what decimals are, using their relationship to fractions. b. Illustrate process of counting places either side of decimal point.	Chalkboard, overhead projector Film: State Department of Education 1385 "What Are Decimals" Film: Little Rock Public Schools 209 "What Are Decimals" 551 "Decimal Fractions"
4-5. Explain the necessity of keeping the decimal point straight in addition and subtraction columns.	
11. Changing decimals to common denominator by 3 steps: a. Divide the numerator by the denominator b. Decimal equivalent c. 10, 100, 1000 method	Chart of common decimal equivalents Chart of common decimal-fraction-percent equivalent
G. Percent	
1. Explain what is meant by percent sign - %. Illustrate concept with square, blocked off into 100 squares.	Paper blocked off into 100 parts Film: Little Rock Public Schools 553 "Percentage" Films: State Department of Education 495 "Percent in Everyday Life" 1105 "The Meaning of Percentage"
III. Measurement	
A. Illustrate the length and measure of inch, foot, yard by using ruler and yard stick. Use fractional parts and practice conversion.	Charts of measurement
B. Measure of area Present tables of square measures. Illustrate concept of 144 square inches in one square foot. Introduce the concept of finding the area by multiplication.	Films: State Department of Education 884 "Measurement" 1429 "Let's Measure"
C. Measure of volume Explain tables of volume measurement. Relate to square measure. Practice converting inches to cubic feet. Present tables of liquid measure. Relate this to reading meters for water, gas.	Ruler, yardstick, carpenter's ruler, tape, square

BASIC SKILLS	BOOKS AND MATERIALS
D. Measures of liquid	
E. Dry measure	
F. Weight measure	
G. Measures of time	
H. Compound measures	
I. Abbreviations for measures	
IV. Understanding Social and Vocational Uses of Arithmetic	Weiland, Robert G., & Woytex, Steve, Mathematics In Living, IV, Boulder, Colo., Pruett Press, 1967
A. Learning to use money as an exchange	
1. To evaluate types of buying a. Cash buying	
b. Credit (1) Charge accounts (2) Lay away	
c. Installment buying	

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
D. Present tables of liquid measure. Relate to each other by spoons, cups, half pints, quarts and gallons.	Measuring spoons, cups, pints, quarts, gallon containers.
E. Relate pint, quart, peck, bushel measurements. Present table of dry measurement.	Pint, quart, peck, bushel measures
F. Explain difference in weight ounces and liquid ounces. Explain long and short ton and their uses.	
G. Use clock to illustrate basic concept of telling time. Present exercises to drill on telling time, time clocks, time sheets. Use calendar for larger units as days, weeks, years, conversion of one unit to another.	Clock, time clock, time cards, time sheets, calendar
H. Go over compound measures such as 2 feet, 6 inches; 5 pounds, 6 ounces. Practical application and vocational estimates on jobs.	
I. Be sure they are familiar with the abbreviated form of the measures.	
IV.	Film: State Department of Education 151 "The Story Of Money"
a. Check to make sure that all students know the value of all coins and bills. Know the advantages of paying cash and the necessity of keeping receipts and records for income tax purposes.	
b. Explain the difference between charge accounts and lay aways. Discuss the advantages and disadvantages of each, or credit. Let the student fill out applications for charge accounts.	Applications for charge or lay away accounts
c. Explain the system of installment buying. Work out sales contracts, interest and payment. Try and emphasize the items that should or should not be bought on an installment plan. Select items from newspapers or catalogs to buy on installment plan. Apply the skills to buying a car, figure out the cost of buying and keeping the automobile.	Sample contracts for installment buying Newspaper

BASIC SKILLS	BOOKS AND MATERIALS
2. To develop a knowledge of banking a. Checking accounts b. Savings accounts 3. To develop skill in budgeting a. Time b. Personal funds c. Family budgeting 4. Buying a. Comparing prices b. Buying in fractional quantities c. Figuring costs for two or more items B. Problem Solving 1. Salaries a. Time cards b. Payroll deductions 2. To acquire information about taxes a. Federal b. State c. Sales tax d. Property and personal tax	Wool. John D., Using Money Series, Book 3 Buying Power, Phoenix, N.Y., Frank E. Richards Weiland, Robert G., Mathematics In Living, II, Boulder, Colo., Pruett Press, 1964 Parsky, Larry, Mathematics For Citizenship, Mafex Associates, Johnstown, Pa., 1967

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
2. Banking a. Get materials from banks and start working with applications for checking accounts, deposit slips, writing checks, balancing bank statements, keeping stubs in order. Explain the advantages of a checking account. b. Have the pupils fill out application forms, deposit slips and withdrawal slips. Explain interest and passbooks.	Materials from the bank, checkbook, applications, deposit slips
3. Budgeting a. Have students make a schedule of their daily activities and budget the time they should spend at each activity. b. Budget allowances and salaries from part-time jobs c. Budget for a family	Films: State Department of Education 479 "Banks and Credit" 273 "Federal Reserve System" 864 "Using the Bank" Films: State Department of Education 1189 "Your Family Budget" 1027 "Home Management-Why Budget"
4. Buying a. Use newspapers in the food section and compare prices from different stores; also compare with sizes to see where the real values lie. b. Give students exercises in buying 1/2 quantities. Such as eggs, nails, etc. c. Give work on breaking down the cost of an item. Such as 2 cans for 29¢ and comparing it with 1 can for 14¢.	Films: State Department of Education 1020 "Home Management Buying Food 1057 "Wise Buying" 476 "Consumer Protection" Newspapers Catalogues
B. 1. a. Have a sample time card to demonstrate how they are used; how they are figured. Try and teach students to estimate salaries and overtime or to keep records so that others can help them. b. Since there are certain deductions that come out of all salaries, we should acquaint the students with these deductions and explain what the money is used for. Point up the value of Social Security and company insurance.	Resource person: Representative for the Social Security office Pamphlets from the Social Security office
2. a-b. Have income tax forms to practice filling out. Stress the value of keeping all receipts and records. c. Compute sales tax on assorted items. d. Bring tax statements and assessment sheets from home, to discuss how items are taxed.	Assorted tax forms from State and Federal Government

PRE-VOCATIONAL ORIENTATION

VOCATIONAL ORIENTATION-SENIOR HIGH

BASIC SKILLS	BOOKS AND MATERIALS
I. Analysis of Occupations	Occupational Guidance, Finney Company, 3350 Gorham Avenue, Minneapolis 20, Minnesota
A. Know of jobs that may be available in area	Finding Your Job, Finney Company, Minneapolis 20, Minnesota
B. Know that different abilities and skills are needed for various jobs	VOLUME LISTINGS
C. Know how to avail oneself of services such as Arkansas Rehabilitation Service and Employment Security Division	

I	II
Janitor's Helper	Elevator Operator
Household Aide	Farm Hand
Trap Line Operator	Cafeteria Server
Shirt Presser	Automobile Assembler
Hospital Laundress	Hotel Maid
Car Lot Man	Sprayman
Baker's Helper	Bus Boy
Dishwasher	Parking Lot Attendant
Cobbler	Tree Trimmer
Shipping Clerk	Nurses' Aide
Fry Cook	Powder Room Attendant
Cook's Helper	Warehouseman

III	IV
Charwoman	Landscape Gardner
Printer's Devil	Laundry Route Driver
Assembly Line Worker	Hospital Cleaning Lady
Theater Usher	Mink Ranch Worker
Well Driller's Helper	Bottling Plant Worker
Poultry Farm Helper	Gas Station Attendant
Hotel Bellman	Laundry Sorter
Photo Plant Worker	Driver's Helper
Kennel Man	Tailor's Helper
Laundress	Salad Maker
Meat Wrapper	Car Washer
Egg Candler	Super Market Stock Boy

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
I. Analysis of Occupations Preparation for On-the-job Training or Placement Considering Following Factors: A. Choosing a job or job area Jobs available Type of work preferred Where preferred work may be found B. Personal qualifications in comparison to the job requirements Age Physical ability Education Training Experience Licenses C. On-the-job training (Note: Pupils of 16 years and older may be excused from school for half-day on part-time and job-training situations. Under certain arrangements, the instructor may be released part-time to search for on-the-job training placements.) Jobs secured by the instructor or a pupil, not subsidized by Department of Vocational Rehabilitation Jobs secured by instructor, subsidized by Department of Vocational Rehabilitation Jobs secured through the Department of Vocational Rehabilitation It is important that teachers give specific information about these jobs to the pupils in order to give direction to and broaden the scope of their job-seeking efforts. Also included is a listing of the types of places in which these jobs may be found.	Individual interviews with counselor from division of Rehabilitation Visits to employment agencies and/or representatives of these agencies Bring in resource individuals--employers, instructors, trainers, etc. Useful, interesting films Tours of factories, Rehabilitations Centers, etc. Arrangement of community or in-school, part-time or full-time employment

VOCATIONAL ORIENTATION - SENIOR HIGH

BASIC SKILLS	BOOKS AND MATERIALS
D. Knows how to search for a job. (want ads, friends, agencies, etc.)	V Deck Hand Foundry Worker Butcher's Helper Stevedore Hand Sewer Carpet Layer's Helper Candy Packer Printer's Helper Linen Room Attendant Riveter Moving Van Leader Florist's Helper
E. Is aware of proper conduct for personal interview	The Job You Get Your Leisure Time The Person You Are The Family You Belong To The Town You Live In The Friends You Make Turner - Livingston Series, N.Y. University Press
F. Is able to fill out forms of application, Social Security, withholding tax information, union forms and can register with Selective Service	
G. Has a knowledge of fringe benefits such as hospitalization insurance and vacations	
H. Knows function of labor unions	
I. Is familiar with current hour and wage laws	

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
D. Techniques for obtaining employment Follow up job leads or suggestions made by family members. Follow up job leads made by friends. Answer help wanted advertisements. Fill out application forms for business or industry employment. Apply at Employment Security Division, and private employment agencies. Arrange to take civil service examination for appropriate jobs. Referrals to Department of Vocational Rehabilitation Telephone calls Proper telephone usage Concise but adequate statement of experience Personal description Reason for seeking employment with given concern E. Personal interview 1. Advance preparation Memorize your previous work experiences: Name of company, wages name of person to whom responsible, etc. Learn transportation route. 2. The interview Punctuality Personal appearance Manners, voice Overcoming objections	

VOCATIONAL ORIENTATION - SENIOR HIGH

BASIC SKILLS	BOOKS AND MATERIALS
II. Vocationally Directed Skills A. Reads adequately for self-protection and the welfare of others, such as safety signs and danger warnings.	Dreese, Mitchell, How to Get the Job Brochard, John School Subjects and Jobs Wolfbein, Seymour Rimmer, H. H. and Hackett, C. G., Your Problems: How to Handle Them About Growing Up Being Teen-Agers Our School Life Discovering Myself Planning My Future Toward Adult Living National Forum Foundation, 608 South Dearborn, Chicago, Illinois
B. Uses proper and discreet language in association with co-workers and supervisors.	
C. Converses appropriately when serving a customer	
D. Budgets money so as to meet monetary necessities of each day's routine (lunch, transportation, tools, etc.)	
E. Uses time clock	
F. Develops skill in use, care, and repair of tools	
G. Meeting individual needs for training, employment and life's adjustment	
III. Development of Individual for Occupational Placement and Job Retention	
A. Is punctual and dependable	Worthy, James C., What Employers Want
B. Is emotionally stable and demonstrates self-control	Sinick, Daniel, Your Personality and Your Job, Science Research Associates, Inc., 259 East Erie Street, Chicago 11, Illinois
C. Realizes own potential and limitations	
D. Is neat in appearance and work habits	Page, Patti, Once Upon A Dream, Popular Library, Inc., 355 Lexington Avenue, New York 17, New York

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
II. Discussion of Vocationally Directed Skills A. Things we should know about each job Nature of the work Job requirements Employment outlook; job security Earnings Working conditions B. Discussions: Individual and group discussions of personal and vocational problems on job. Panel discussions between students and adults regarding specific jobs and responsibilities of same Periodical check with students to check their progress in budgeting, investing, saving and spending money This could be led by a bank representative.	Resource person: Bank employee
III. Development of Individual for Occupational Placement and Job Retention Discussions: Consideration of health, hygiene, and proper grooming as they relate to a job Attitudes that assist in good adjustment A "job well done" may result in keeping your job when others are released Importance of punctuality and regularity Importance of friendliness Importance of avoiding extremes in dress, hair and clothing styles Why is it necessary to have some one person in charge, and for the other workers to follow his directions? What does the employer have a right to expect from his employees?	Individual interviews with counselor for division of Rehabilitation Visits to employment agencies and/or representatives of these agencies Bring in resource individuals--employers, instructors, trainers, etc.

VOCATIONAL ORIENTATION - SENIOR HIGH

BASIC SKILLS	BOOKS AND MATERIALS
E. Demonstrates safety awareness F. Can work at competitive pace G. Cooperates with and respects supervisors and co-workers H. Can follow instructions I. Consumes time and materials wisely J. Improves self and work	Landis, Judson T. and Mary G., Building Your Life, Prentice Hall Inc., David Burton, 2141 Carlisle Road, Oklahoma City, Oklahoma Allen, Betty and Briggs, Mitchell Pirie, Mind Your Manners, J. B. Lippincott Company, Cy Holmes, 707 Browder Street, Dallas, Texas Bauer, W. W., About Yourself, Scott Foresman Co. E. S. Jennings, 5917 N. W. 58th Street, Oklahoma City, Oklahoma Ahern, Nell Giles, Teenage Living, Houghton Mifflin Co., L. B. Peak, Box 269, Sulphur, Oklahoma

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
How may an employer determine those employees whom he wishes to promote? Why should I, as a worker, be prepared to accept criticism? What difference does it make to the employer if I "call in" when I am ill? Why are employers interested in good safety records? Name some kinds of protective clothing and safety devices used on particular jobs and give reasons for their use. Dangers of short-cuts--believing all advertisements about schools, job-finding organizations, salary promises. Dangers of "earn while you learn" and "big profits at home" promotions. Importance of good work habits. Regularity and punctuality on the job Loyalty to the employer Honesty and reliability Following employer rules and directions Know and observe rules regarding reporting time, "punching the clock," relief periods, lunch time, wash-up time, leaving. Pay close attention to directions as to your job. Do not "guess" as to what you are supposed to do. Have directions repeated or explained when you do not understand. Following safety regulations Observe regulations regarding use of equipment. Observe regulations as to proper clothing. Observe regulations as to proper protective equipment, such as goggles, gloves, shoes, hair nets. Observe regulations regarding stacking and storage of products. Dramatization and games How courtesy or rudeness affects holding a job. Employer or personnel director discussion. Whom to promote to work requiring greater responsibility Why certain employees must be discharged Interview with an employee Being promoted Being discharged Supervision of student's employment and relationship with other employees as he might relate them to others in the class.	Useful, interesting films Tours of factories, Rehabilitation Centers, etc. Arrangement of community or in-school, part-time or full-time employment.

APPENDIX

243/244.

VOCATIONAL VOCABULARY

able
accident
acts
address
ads
adult
advance
advice

afraid
against
age
agencies
agent
aide
airport
already

alley
allow
ambulance
American
amount
analyze
angry
another

answer
anything
apartment
appearance
application
apply
applying
appreciate

arithmetic
armed
arrange
articles
attendance
automobile
avoid
bad

belong
benefit
blanks
body
bonds
borrow
boss
build

bus
business
buy
cafe
call
care
careful
caution

certain
chance
change
charge
cheap
cheating
check
chest

church
citizen
civil
classified
clean
cleanliness
climb
clothes

clothing
club
company
complete
condition
confidence
cooperate
cooperation

cord
correct
correctly
cost
covering
criticism
criticize
crossing

danger
date
death
decide
decision
dedicate
deduction
depend

dependable
dependent
depending
deserve
desire
detour
develop
difference

different
difficult
difficulty
direct
directly
direction
dirty
discourage

distance
dress
drive
driver
dues
dynamite
earn
easy

education
electrician
elevator
employee
employer
employment
enough
entire

entrance
equipment
especially
evaluate
everyday
exact
examination
example

exit
expect
expected
expensive
experience
explosive
face
facing

factors
facts
fare
federal
fees
female
figure
final

finding
finish
first
flight
following
forgot
forms
friends

friendship
gain
gasoline
glance
government
grooming
group
guardian

health
height
help
highway
hint
hired
history
hold

honest
honesty
hospital
hour
housewife
hurt
idea
illness

important
impression
improve
improvement
industrious
industry
information
inflammable

VOCATIONAL VOCABULARY
(continued)

insurance
interest
intersection
interstate
introduce
job
join
junk

know
lanes
language
late
later
laws
learn
leave

ledger
license
life
listed
listen
listening
lives
local

lose
machines
mail
main
maintenance
making
male
materials

matter
mature
maturing
message
minute
mistake
money
movie

neat
needs
neighborhood
never
newspaper
number
open
operator

order
orderliness
orderly
other
ourselves
parties
pencil
people

per
person
personal
physical
piece
pile
place
placement

plan
planning
please
plumber
point
polite
possible
practice

private
probably
problems
produce
proper
properly
punctuality
question

rather
read
realize
reason
recreation
relation
relationship
reliable

reliability
required
requirements
right
rules
safe
safety
save

savings
schedule
science
self
share
show
sick
simple

simplest
skills
smart
social
speak
speech
spoke
steady

steal
stealing
steps
strange
strong
studying
succeed
suggestion

suppose
talk
talking
taxes
telephone
temper
temperature
things

think
thrift
thrifty
time
tools
trade
train
transportation

travel
tricks
trouble
trust
truth
type
uncompleted
understand

unknown
union
value
valuable
veterans
view
visit
wages

want
wanting
week
whether
which
work
workers
worth

wrench
write
wrong
year
yield
yourself

Alley Closed
Always Be Careful
Break in Case of Emergency
Boy Wanted
Children at Play
Coin Return
Do Not Talk to Operator
External Use Only
Employees Only
For Emergency Only
Girl Wanted
Handle with Care
High Voltage
Hands Off
Help Wanted
Keep to the Right
Keep Off
Keep Out of Reach of Children
Mother's Maiden Name
No Smoking
No Trespassing
No Loitering
No Admittance
No Riders
Parallel Parking
Personnel Office
Use Other Door
Use Cross Walks
Use No Hooks

INSTRUCTIONS

One Account Number Is All You Ever Need For Social Security And Tax Purposes
Special Attention Should Be Given To Items Listed Below

Fill in this form completely and correctly. If any information is not known and is unavailable, write "unknown." Use typewriter or print legibly in dark ink

1 Your account number card will be typed with the name you show in item 1. However, if you want to use the name shown in item 2, attach a signed request to this form.

3 If not born in the USA, enter the name of the country in which you were born

5 If a stepfather, adopting father, or foster father is shown, include the relationship after name; for example, "John H. Jones, stepfather."

10 If you have ever before filled out an application like this for a social security, railroad, or tax number, check "yes" even if you never received your card. If you check "yes," give the name of the State and the approximate date on which you applied. Also enter your social security number if you did receive the card and remember the number. You may find your number on an old tax return, payroll slip, or wage statement.

11 If you get your mail in the country, without a street address, show your R.F.D. Route, and Box number; if at the post office, show your P.O. Box No.; if there is no such way of showing your mail address, show the town or post office name. If mail under your name is not normally received at the address which you show use an "in care of" address.

13 Sign your name as usually written. Do not print unless this is your usual signature. (If unable to write, make a mark witnessed by two persons who can write. The witnesses preferably should be persons who work with the applicant and both must sign this application. A parent, guardian, or custodian who completes this form on behalf of another person should sign his own name followed by his title or relationship to the applicant; for example, "John Smith, father.")

☆ GPO 1966 OF—240-456

FOR DISTRICT OFFICE USE

LITTLE ROCK, ARK.

FOR BUREAU OF DATA PROCESSING AND ACCOUN'S

APPLICATION FOR SOCIAL SECURITY NUMBER
(Or Replacement of Lost Card)

Information Furnished On This Form Is CONFIDENTIAL

DO NOT WRITE IN THE ABOVE SPACE

See Instructions on Back. **Print in Black or Dark Blue Ink or Use Typewriter.**

1 *Print* FULL NAME YOU WILL USE IN WORK OR BUSINESS (First Name) (Middle Name or Initial — If none, draw line —) (Last Name)

2 *Print* FULL NAME GIVEN YOU AT BIRTH

3 PLACE OF BIRTH (City) (County if known) (State)

4 MOTHER'S FULL NAME AT HER BIRTH (Her maiden name)

5 FATHER'S FULL NAME (Regardless of whether living or dead)

6 YOUR DATE OF BIRTH (Month) (Day) (Year)

7 YOUR PRESENT AGE (Age on *last* birthday)

8 YOUR SEX — MALE ☐ FEMALE ☐

9 YOUR COLOR OR RACE — WHITE ☐ NEGRO ☐ OTHER ☐

10 HAVE YOU EVER BEFORE APPLIED FOR OR HAD A SOCIAL SECURITY, RAILROAD OR TAX ACCOUNT NUMBER? NO ☐ DON'T KNOW ☐ YES ☐ If Yes, Print STATE in which you applied and DATE you applied and SOCIAL SECURITY NUMBER if known:

11 YOUR MAILING ADDRESS (Number and street) (City) (State) (ZIP Code)

12 TODAY'S DATE

13 Sign YOUR NAME HERE (Do Not Print)

TREASURY DEPARTMENT Internal Revenue Service
Form SS-5 (12-64)

Return completed application to nearest SOCIAL SECURITY ADMINISTRATION DISTRICT OFFICE
HAVE YOU COMPLETED ALL 13 ITEMS?

PERSONAL DATA SHEET

NAME _____

STREET ADDRESS _____

CITY _____ STATE _____ ZIPCODE _____

TELEPHONE NUMBER _____ SOCIAL SECURITY NUMBER _____

DATE OF BIRTH: MONTH _____ DAY _____ YEAR _____

PLACE OF BIRTH: CITY _____ COUNTY _____ STATE _____

FATHERS NAME _____ OCCUPATION _____

FATHERS PLACE OF EMPLOYMENT _____ TELEPHONE _____

MOTHERS NAME _____ OCCUPATION _____

MOTHERS PLACE OF EMPLOYMENT _____ TELEPHONE _____

FAMILY DOCTOR _____ RELIGION _____

LIST YOUR BROTHERS NAMES BELOW:

_____

_____

_____

LIST YOUR SISTERS NAMES BELOW:

_____

_____

_____

LIST FIVE PERSONS THAT HAVE KNOWN YOU FOR AT LEAST ONE YEAR AND CAN GIVE A GOOD REFERENCE FOR YOU. GIVE COMPLETE ADDRESS WITH EACH NAME.

NAME	ADDRESS
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____

GIVE THREE CREDIT REFERENCES:

1. _____

2. _____

3. _____

GIVE THE NAME OF YOUR BANK _____

CREDIT APPLICATION

DATE _____

DEALER _____

CITY _____

STATE _____

YOUR NAME _____

YOUR AGE _____

MARRIED _____ SINGLE _____ WIDOWED _____

WIFE'S NAME _____

NUMBER OF DEPENDENTS _____

NUMBER OF CHILDREN _____

YOUR HOME ADDRESS _____

NUMBER OF YEARS AT HOME ADDRESS _____

OWN _____ RENT _____

HOME TELEPHONE _____

EMPLOYER'S NAME _____

EMPLOYER'S ADDRESS _____

EMPLOYER'S TELEPHONE _____

HOW LONG HAVE YOU BEEN THERE _____

POSITION OR OCCUPATION _____

BADGE NUMBER OR SUPERIOR'S NAME _____

MONTHLY INCOME _____

FORMERLY EMPLOYED _____

POSITION OR OCCUPATION _____

HOW LONG THERE _____

APPLICATION FOR EMPLOYMENT

Please Note: It is understood that if employed, false statements on this application shall be considered sufficient cause for dismissal

(Married women give husband's last name, maiden first name and maiden last name.)

Print Name in Full _____ (Last / First / Middle)

Man ___ Woman ___ Social Security No. _____

Address _____ (Street & No. / City / P. O. Zone / State)

Telephone Number _____

In Case of Emergency Notify _____ (Name / Address (P.O.Zone) / Relationship / Phone No.)

Date of Birth _____ (Month / Day / Year) Age _____

Height _____ (Feet-Inches) Weight _____ Right Handed ___ Left Handed ___ Physical Defects if any _____

Marital Status: Single ___ Married ___ Widowed ___ Divorced ___ Separated ___

Number of persons Supported by you _____ Relationship: Wife _____ Children _____ Parents _____ Others _____

Kind of Work Desired _____ What other work can you do? _____ Salary or wages expected _____

What prompted your application ___ Advertisement ___ Friend's Suggestion ___ Agency ___ Own Accord Other _____

Were you ever employed by this company No ___ Yes ___ When _____ Where _____ (City & Department) Reason for leaving _____

Were you ever employed by a similar company No ___ Yes ___ Name of Company _____ Where _____ Date of employment _____

Last position held _____ Date of leaving _____ Reason for leaving _____ Person to whom you last reported _____

Are you related to any present or former employee of this company No ___ Yes ___ Name _____ Relationship _____ When employed _____ Present or last location _____

To what U. S. or state military or naval organization do you belong _____

What is your favorite hobby or recreation _____

WIFE EMPLOYED _____

WHERE EMPLOYED _____

POSITION OR OCCUPATION _____

MONTHLY INCOME _____

HOW LONG THERE _____

OTHER INCOME (RENT, PENSION) _____

AMOUNT MONTHLY _____

I BANK AT _____

CHECKING ACCOUNT _____

SAVINGS _____

CAR _____ MAKE _____ AGE _____

VALUE OF REAL ESTATE OWNED _____

BALANCE DUE ON MORTGAGE _____

PAYABLE TO _____

REFERENCES

NAME AND ADDRESSES OF BANK, STORES, FINANCE COMPANIES WHICH HAVE EXTENDED YOU CREDIT

1. _____ BALANCE DUE _____

2. _____ BALANCE DUE _____

3. _____ BALANCE DUE _____

4. _____ BALANCE DUE _____

DO YOU OWE ANY OTHER BANK OR INSTALLMENT OBLIGATIONS NOT LISTED ABOVE?

_____

NAME AND ADDRESS OF NEAREST RELATIVE _____

_____

SIGNATURE _____

SCHOOL RECORD

KIND	NAME OF SCHOOL AND LOCATION	SCHOOL YEARS COMPLETED	YEAR GRADUATED	COURSE TAKEN	FROM MO.	FROM YEAR	TO MO.	TO YEAR	DEGREE
GRADE				xxx				xxx	
HIGH									xxx
VOCATIONAL OR BUSINESS									
COLLEGE OR UNIVERSITY									
CORRESPOND-ENCE SCHOOL									
OTHER STUDIES, GRADUATE WORK									
SUBJECTS OF SPECIALIZATION									

PERSONAL REFERENCES (Do not refer to relatives or former employers.)

	NAME	BUSINESS	ADDRESS
1.			
2.			
3.			

APPLICANT"S BUSINESS EXPERIENCE
Give the names of the companies for which you have worked

PRINT NAME OF PRESENT OR LAST EMPLOYER _____

ADDRESS _____
Street and No. City P.O.Zone No. State

PRINT NAME OF PERSON FOR WHOM YOU WORKED _____ STARTING DATE _____ LEAVING DATE _____ FINAL RATE OF PAY _____ DAILY WEEKLY MONTHLY

OCCUPATION _____ REASON FOR LEAVING _____

NATURE OF WORK DONE _____

SUMMARIZE BRIEFLY BELOW OTHER EXPERIENCE OR QUALIFICATIONS

It is necessary to conform to the Company's Rules, Regulations and Instructions as made known at the time of employment or at any subsequent time. It is also necessary to conform to the Company's requirements concerning physical fitness and permit physical examination by the Company's physician upon request.

As a condition of employment in certain classes of work, applicant will be required to sign an agreement relating to the assignment of inventions to the company.

SIGNATURE OF APPLICANT _____ DATE _____
First Middle Last

THIS IS THE STANDARD APPLICATION FORM FOUND IN THE EMPLOYMENT SECURITY DIVISION OFFICES THROUGHOUT THE STATE.

THE FRONT OF THE CARD IS ON THIS PAGE AND THE BACK IS ON THE FOLLOWING PAGE.

DO NOT WRITE BELOW THIS LINE

SPECIAL INFORMATION—Identify disabilities and describe limitations. Record other personal factors necessary for selection purposes.	COMMENT: (Where Applicable)—Appearance—Manner—Availability—Job Preference—Minimum Wage Acceptable.
Vocationally significant hobbies and leisure time activities.	INTERVIEWER

APPLICATION FOR EMPLOYMENT

A | B | C | D | E | F | G | H | I | J | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9

1. Print Last Name — First — Middle

2. Number and Street Address, R. D. or P. O. Box No.

3. City — Postal Zone — State

4. Soc. Sec. No.

5. Telephone No.

6. Date of Birth — Mo. — Day — Year

7. ☐ Married ☐ Single ☐ Widowed ☐ Divorced ☐ Separated — No. Dependent Children

8. Height — Ft. — In.

9. Weight — Pounds

10. If Veteran, Enter Your Last Military Service

Entry on Active Service — Mo. — Day — Year

Release From Active Service — Mo. — Day — Year

Serial No.

11. If Needed for Work Do You Have

Tools ☐ Yes ☐ No
License ☐ Yes ☐ No.
Automobile ☐ Yes ☐ No
Truck ☐ Yes ☐ No

12. If Union Member, Give Number, Name and Affiliation of Local

13. Circle Highest Year of Education Completed and Give Degrees Received

Name School and List Courses or Training (Including Military) Which Have Vocational Significance. Give Length and Dates Ended.

Grade School	High School	College	Degrees
1 2 3 4 5 6 7 8	1 2 3 4	1 2 3 4 5 6 7	

DO NOT WRITE BELOW THIS LINE

TITLES	CODES

SKILLS, KNOWLEDGE, ABILITIES	DATES

TEST RESULTS

Willing to Leave City ☐ Yes ☐ No
Willing to Live at Work ☐ Yes ☐ No

ESD-Ark-311W (Rev. 7-63)
30M—2-67—35822—PP&SCo

IMPORTANT CIVILIAN AND MILITARY EXPERIENCE

14. Begin With Your Most Recent Job

Describe Your Longest And Most Important Jobs

Business Name of Employer Address Type of Business Duration | Ending Date | Pay Reason For Leaving Job	Job Title—Responsibilities—Tasks Performed—Machines Operated—Tools Used
Business Name of Employer Address Type of Business Duration | Ending Date | Pay Reason For Leaving Job	Job Title—Responsibilities—Tasks Performed—Machines Operated—Tools Used
Business Name of Employer Address Type of Business Duration | Ending Date | Pay Reason For Leaving Job	Job Title—Responsibilities—Tasks Performed—Machines Operated—Tools Used
Business Name of Employer Address Type of Business Duration | Ending Date | Pay Reason For Leaving Job	Job Title—Responsibilities—Tasks Performed—Machines Operated—Tools Used
Business Name of Employer Address Type of Business Duration | Ending Date | Pay Reason For Leaving Job	Job Title—Responsibilities—Tasks Performed—Machines Operated—Tools Used

DO NOT WRITE BELOW THIS LINE

Summary of Other Work Experiences

Called	Referred	Employer or Agency	Job Title or Purpose	Dur.	Pay	Results	Remarks

ARKANSAS STATE DEPARTMENT OF HEALTH

BUREAU OF VITAL STATISTICS

Little Rock

APPLICATION FOR CERTIFIED COPY OF BIRTH CERTIFICATE

The Bureau of Vital Statistics, Little Rock, was established February 1, 1914. A request for a certified copy of a birth certificate of any person born in Arkansas should be submitted on this form along with the fee of $2.00 as provided by law. If the birth record is on file in this office, a certified photostatic copy will be mailed to you. If no record of the birth is found, the $2.00 fee will be retained for searching, as required by law. Proper forms and instructions for filing a "delayed" birth record will be sent to you upon notification that an original record is not on file.

The information requested below should be filled in carefully and accurately. It is the minimum needed in this office to make a thorough search for any birth record.

Send two dollars ($2.00) in cash or money order (no stamps or personal checks) for each copy desired. Make money order payable to the Arkansas State Department of Health, Little Rock, Arkansas.

FACTS CONCERNING THIS BIRTH

Full Name at Birth _____

Place of Birth _____ (City) _____ (County) _____ (State) Date of Birth _____ (Month) _____ (Day) _____ (Year)

Race _____ Sex _____ Number of this Child in Order of Birth (1st, 2nd, etc.) _____

Full Name of Father _____

Full Name of Mother (before marriage) _____

Was birth registered by attendant at or near time of birth? YES NO

Was birth registered at a later date? YES NO Date Filed _____

Date of this request _____ (Month) _____ (Day) _____ (Year)

Number of certificates requested _____ Amount Paid _____

Signature of person making request _____

Please Print Correct Mailing Address in Spaces Provided Below

_____ (Name)

_____ (Street Address)

_____ (City) _____ (State)

ENCLOSE A STAMPED, SELF-ADDRESSED ENVELOPE WITH THIS APPLICATION

DO NOT WRITE IN THIS SPACE

Index _____

Books _____

Delayed or Prior _____

Volume No. _____

Page No. _____

ARKANSAS STATE DEPARTMENT OF HEALTH

BUREAU OF VITAL STATISTICS

LITTLE ROCK

APPLICATION FOR CERTIFIED COPY OF DEATH CERTIFICATE

Request for a certified copy of death certificate of any person whose death occurred in Arkansas should be submitted on this form along with the fee of $2.00 as provided by law. If the death record is on file in this office, a certified photostatic copy will be mailed to you. If no record of the death is found, the $2.00 fee will be retained for searching, as required by law. Proper forms and instructions for filing a "delayed" death record will be sent to you upon notification that an original record is not on file.

The information requested below should be filled in carefully and accurately. It is the minimum needed in this office to make a thorough search for any death record.

Send two dollars ($2.00) in cash or money order (no stamps or personal checks) for each copy desired. Make money order payable to the Arkansas State Department of Health, Little Rock, Arkansas.

FACTS CONCERNING THIS DEATH

Name _____

Race _____ AGE (or approximate age) at DEATH _____

Place of Death _____
(City) (County) (State)

Date of Death _____
(Month) (Day) (Year)

Name of
Funeral Director _____

Address _____

Date of this request _____
(Month) (Day) (Year)

Number of certificates requested _____ Amount Paid _____

Signature of person making request _____

Please Print Correct Mailing Address in Spaces Provided Below

_____
(Name)

_____
(Street Address)

_____
(City) (State)

ENCLOSE A STAMPED, SELF-ADDRESSED ENVELOPE WITH THIS APPLICATION

DO NOT WRITE IN THIS SPACE

Index _____

Books _____

Delayed _____

Volume No. _____

Page No.

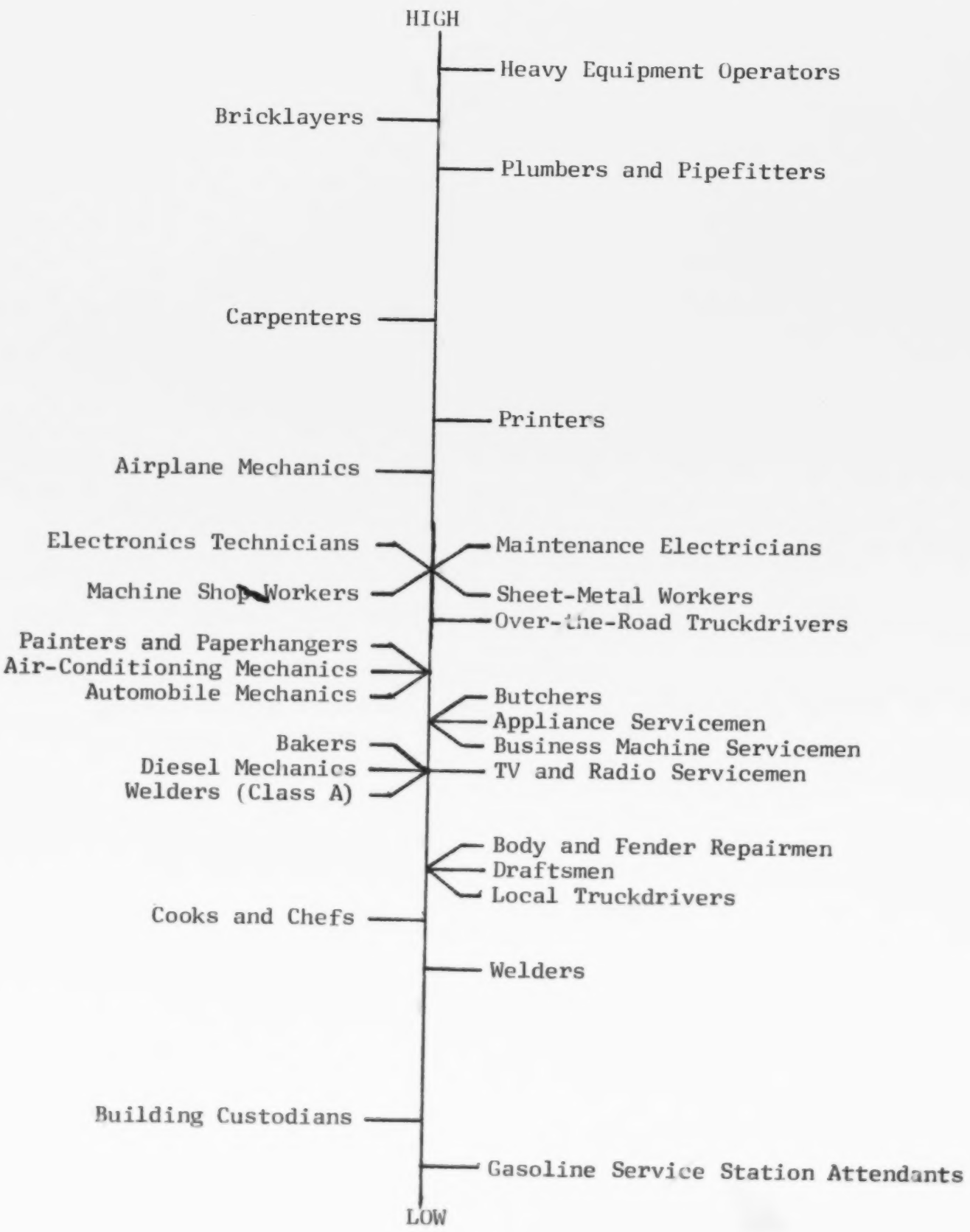
Weekly and Yearly Earnings Corresponding to Various Hourly Rates

Weekly wage is based on a 40-hour week, and the yearly wage is based on a 50-week year.

Hourly Wage		Weekly Wage		Yearly Wage
$ 1.00 an hour	equals	$ 40.00 a week	or equals	$ 2000.00 a year
1.25 " "		50.00 " "		2500.00 " "
1.50 " "		60.00 " "		3000.00 " "
1.75 " "		70.00 " "		3500.00 " "
2.00 " "		80.00 " "		4000.00 " "
2.25 " "		90.00 " "		4500.00 " "
2.50 " "		100.00 " "		5000.00 " "
2.75 " "		110.00 " "		5500.00 " "
3.00 " "		120.00 " "		6000.00 " "
3.50 " "		140.00 " "		7000.00 " "
4.00 " "		160.00 " "		8000.00 " "
4.50 " "		180.00 " "		9000.00 " "
5.00 " "		200.00 " "		10,000.00 " "
6.00 " "		240.00 " "		12,000.00 " "
8.00 " "		320.00 " "		16,000.00 " "
9.00 " "		360.00 " "		18,000.00 " "
10.00 " "		400.00 " "		20,000.00 " "
12.50 " "		500.00 " "		25,000.00 " "

THIS CHART COMPARES WAGES AND SALARIES TO VARIOUS OCCUPATIONS.

IT WILL BE HELPFUL IN VOCATIONAL COUNSELING AND TRYING TO OBTAIN REALISTIC ASPIRATIONS FROM THE STUDENT.



No._____ BAL. BRO'T FOR'D

_____ 19____

TO_____

_____

FOR_____

DEPOSITS

	TOTAL	
	AMOUNT THIS CHECK	
	BALANCE	

"FOR STUDENT TRAINING – ONLY – NOT NEGOTIABLE" No._____

81-7
820

DATE_____ 19____

PAY TO THE ORDER OF_____ $_____

_____ DOLLARS

WORTHEN BANK & TRUST COMPANY
LITTLE ROCK, ARKANSAS

⑈0820⑈0007⑆ 1234⑈567⑈8⑈

No._____ BAL. BRO'T FOR'D

_____ 19____

TO_____

_____

FOR_____

DEPOSITS

	TOTAL	
	AMOUNT THIS CHECK	
	BALANCE	

"FOR STUDENT TRAINING – ONLY – NOT NEGOTIABLE" No._____

81-7
820

DATE_____ 19____

PAY TO THE ORDER OF_____ $_____

_____ DOLLARS

WORTHEN BANK & TRUST COMPANY
LITTLE ROCK, ARKANSAS

⑈0820⑈0007⑆ 1234⑈567⑈8⑈

MR. OR MRS. RALPH K. SAYRE
801 THAYER AVENUE
FAVORITE CITY, U.S.A.

No. 101

81-11
820

DATE _____ 19____

PAY TO THE ORDER OF _____ $ _____

_____ DOLLARS

UNION NATIONAL BANK
LITTLE ROCK, ARKANSAS

SPECIMAN

FOR _____

⑈08 20⑈00 11⑈ 12⑈345⑈678⑈

DEPOSIT TICKET

MR. OR MRS. RALPH K. SAYRE
801 THAYER AVENUE
FAVORITE CITY, U.S.A.

DATE _____ 19____

Checks and other items are received for deposit subject to the terms and conditions of this bank's collection agreement.

DEPOSITED IN
UNION NATIONAL BANK
LITTLE ROCK, ARKANSAS

	CASH		
CHECKS LIST SINGLY • BE SURE EACH ITEM IS ENDORSED			
	TOTAL FROM OTHER SIDE		
	TOTAL		
	LESS CASH RECEIVED		
	NET DEPOSIT		

81-11
820

LIST ADDITIONAL CHECKS ON OTHER SIDE ENTER TOTAL HERE

SPECIMAN

⑈ 12⑈345⑈678⑈

No. _____

81-7
820

DATE _____ 19____

PAY TO THE ORDER OF _____ $ _____

_____ DOLLARS

WORTHEN BANK & TRUST COMPANY
LITTLE ROCK, ARKANSAS
MEMBER FEDERAL RESERVE SYSTEM

FOR _____

⑆08 20⑈0007?⑆

DEPOSIT TICKET

DATE _____ 19____

Checks and other items are received for deposit subject to the terms and conditions of this bank's collection agreement.

DEPOSITED IN
WORTHEN BANK & TRUST COMPANY
LITTLE ROCK, ARKANSAS
MEMBER FEDERAL RESERVE SYSTEM

	CASH		
CHECKS LIST SINGLY • BE SURE EACH ITEM IS ENDORSED			
	TOTAL FROM OTHER SIDE		
	TOTAL		
	LESS CASH RECEIVED		
	NET DEPOSIT		

81-7
820

LIST ADDITIONAL CHECKS ON OTHER SIDE ENTER TOTAL HERE

SAVINGS DEPOSIT

UNION NATIONAL BANK OF LITTLE ROCK

LITTLE ROCK, ARKANSAS

_____ 19____

DEPOSIT TO THE SAVINGS ACCOUNT OF:

_____

ADDRESS: _____

TELLER USE ONLY
ACCOUNT NUMBER: _____ 2-9
PREVIOUS BALANCE: _____ 10-18
HOLD: _____ 19-27
TRANSACTION CODE: _____ 46-48

CURRENCY	DOLLARS	CENTS
COIN		
CHECKS		
TOTAL		

SAVINGS WITHDRAWAL

UNION NATIONAL BANK OF LITTLE ROCK

LITTLE ROCK, ARKANSAS

_____ 19____

PAY TO THE ORDER OF _____ $ _____

_____ DOLLARS

SIGNATURE _____

TELLER USE ONLY
ACCOUNT NUMBER: _____ 2-9
PREVIOUS BALANCE: _____ 10-18
TRANSACTION CODE: _____ 46-48

No 40000

Little Rock School District
812 West Markham—Little Rock, Arkansas

81-7
8120

TO THE ORDER OF

EMP. NO.

MO. | DAY | YR.

PAYROLL ACCOUNT

Void

PAY DOLLARS AND CENTS $ DOLLARS | CENTS

TO BOOKER WORTHEN, TREASURER
WORTHEN BANK AND TRUST CO. LITTLE ROCK, ARKANSAS

⑆0820⑈0007⑆ 7361⑈806⑈3⑈

Little Rock School District
Little Rock, Arkansas

PLEASE DETACH BEFORE DEPOSITING

EMP. NO.	PERIOD ENDING	GROSS PAY	FED. INCOME TAX	S.S. TAX	RETIREMENT	STATE TAX	★	AMOUNT

★ CODES:
1. Extra/Overtime Pay
2. Hospital Insurance
3. Credit Union
4. Insurance
5. U. F.
6. Miscellaneous

YOUR NET PAY →

EARNINGS RECORD

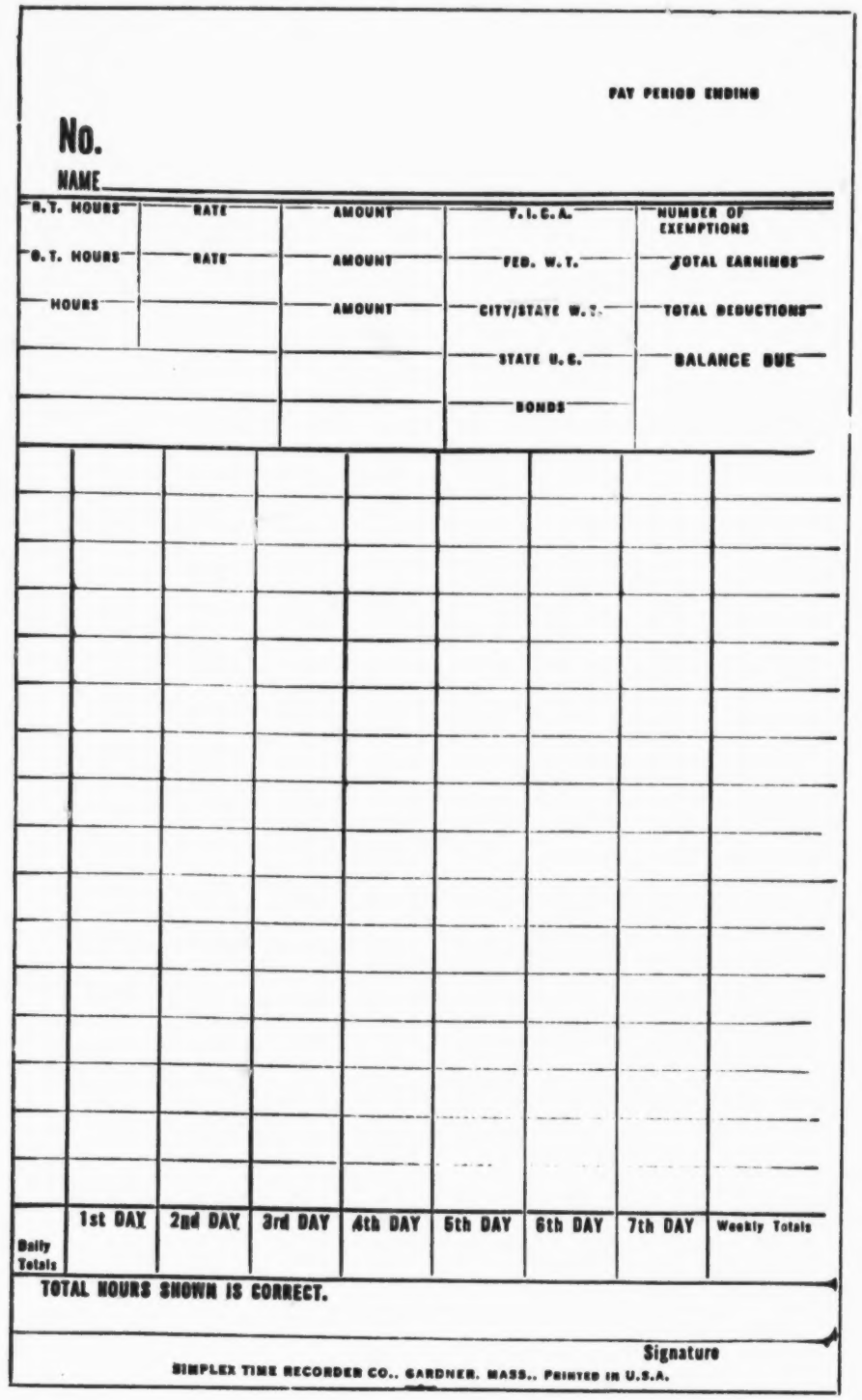
THIS STATEMENT CONSTITUTES A VALUABLE RECORD OF YOUR EARNINGS AND IS FURNISHED FOR YOUR CONVENIENCE. WE RECOMMEND THAT YOU KEEP THIS AND ALL OTHER LIKE STATEMENTS FOR FUTURE REFERENCE.

PLEASE DEPOSIT OR CASH CHECK PROMPTLY

THE TIME CARD

Older students should become familiar with the time card and the time clock. You may be teaching the principle of the time clock in preparation to a field trip of a local business that has a time clock.

You can copy this card to have a teacher-made class copy or you may secure some from an office supply company.



PAY PERIOD ENDING

No.

NAME

R.T. HOURS	RATE	AMOUNT	F. I. C. A.	NUMBER OF EXEMPTIONS
O.T. HOURS	RATE	AMOUNT	FED. W. T.	TOTAL EARNINGS
HOURS		AMOUNT	CITY/STATE W. T.	TOTAL DEDUCTIONS
			STATE U. C.	BALANCE DUE
			BONDS	

	1st DAY	2nd DAY	3rd DAY	4th DAY	5th DAY	6th DAY	7th DAY	Weekly Totals
Daily Totals								

TOTAL HOURS SHOWN IS CORRECT.

Signature

SIMPLEX TIME RECORDER CO., GARDNER, MASS., PRINTED IN U.S.A.